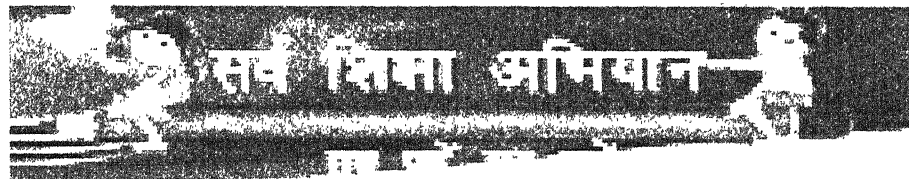


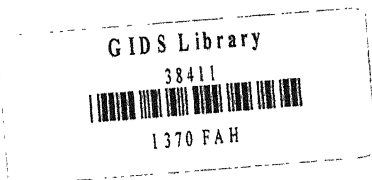
332

**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- SULTANPUR
UTTAR PRADESH**



Submitted to the

Ministry of Human Resource Development, New Delhi



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PREFACE

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education through community ownership of the schooling system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis is to provide eight (8) years of schooling to all children in the age group of 6-14 years and to mainstream the out of school children through diverse strategies. The thrust is to bridge the gender and social gaps and total retention of all children in schools. With this framework, it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing according to their natural, social and environmental needs.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement of important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. The Giri Institute of Development Studies, Lucknow has been appointed as a nodal agency for monitoring and evaluation of SSA programme in the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Suburban district of Uttar Pradesh. We are thankful to Shri Ravi Chand, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar, Senior Consultants, Monitoring (Ed.-CIL) for lending all-possible cooperation to undertake this assignment.

The State Project Office, Uttar Pradesh under the able leadership of Shri. Deepak Trivedi, IAS (SPD) is undertaking the implementation of SSA programme at the state level. We are immensely grateful to him for providing all support for the monitoring and evaluation. Shri. B.D. Sharma, Additional Director, office of the State Project Director has provided all necessary support to us during the conduct of the study. Dr. S.S. Sirohi, Senior Professional, State Project Director, Lucknow has been kind enough to extend all necessary support needed for the conduct of the study. We feel highly obliged to them.

The credit of successful accomplishment of the task goes to the Director of the Giri Institute of Development studies, Lucknow Prof. AK Singh who has guided us during the course of evaluation. We express our deep sense of gratitude to him.

we feel obliged to my colleagues Dr. R. C. Tyagi and Dr. B. K. Balpa, for their continuous support and suggestions. We are also thankful to the members of research team comprising of Dr. R.K. Jaiswal, Mr. Vinod Verma, Mr. Arvind Kumar Singh, Mr. Abhishek Singh, Ms. Afeefa Rizvi, Ms. Kanchan Srivastava and Ms. Shailja Tewari, for data collection and tabulation.

Last but not least, our thanks are due to Mr. Manoharan, K. for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

November, 2007

Dr. Fahimuddin

CONTENTS

Sl. No.	Title	Page No.
	LIST OF TABLES	vi-vii
	EXECUTIVE SUMMARY	Viii - xvi
CHAPTER-I	INTRODUCTION	1 - 4
1.1	About Sarva Shiksha Abhiyan (SSA)	1
1.2	Objectives of Present Study	1
1.3	Scope of Work	1
1.4	Study Sample and Design	2- 4
CHAPTER-II	EDUCATIONAL PROFILE OF DISTRICT-SULTANPUR, UTTAR PRADESH	5 - 17
2.1	Introduction	5
2.2	Status of Schools	5-6
2.3	Status of Teaching Staff	6-7
2.4	Recruitment of Teachers	7
2.5	Teacher's in Service Training	7-8
2.6	Teacher's Orientation Training	8
2.7	Teaching Learning Material (TLM) Grant	8-9
2.8	Distribution of Text Books	9
2.9	Number of Children and their Enrolment in Schools	10
2.10	Civil Works	10-11
2.11	School Grants	11-12
2.12	Education Guarantee Scheme (EGS)/ Alternative and Innovative Education (AIE) Centres	12
2.13	Students Enrolment in the EGS/AIE Centres	12
2.14	Training to the Education Volunteers (EVs)	13
2.15	Children Mainstreamed from EGS/AIE Centres	13-14
2.16	BRC/NPRC	14
2.17	Children With Special Needs (CWSN)	14-15
2.18	National Programme for Education of Girls at Elementary Level (NPEGEL)	15
2.19	Kasturba Gandhi Balika Vidyalaya (KGBV)	15-16
2.20	Details about DISE/EMIS	16
2.21	Functioning of Village Education Committees (VECs)	16
2.22	Staffing at District Level SSA Office	17
CHAPTER-III	INFRASTRUCTURAL FACILITIES IN SCHOOLS	18-24
3.1	Establishment and Construction of Primary Schools	18
3.2	Availability and Utilization of Classrooms	18-19
3.3	Availability of Infrastructure in schools	19-20
3.4	Availability of Drinking Water	20-21
3.5	Toilet Facility	21-22
3.6	School Environment	22
3.7	Condition of School Building	23
3.8	Reasons for Bad Condition	23

CHAPTER-IV	TEACHERS AND ENROLMENT	24-33
4.1	In Position Teachers and Attendance	24-25
4.2	Teachers Training	26-27
4.3	Enrolment and Attendance	27-28
4.4	Efforts to Improve Students Attendance	28-29
4.5	Achievement Level of Students	29-30
4.6	Students Behaviour with their Teachers	30
4.7	Students Enrolment with Less or More Age and Drop-out	31
4.8	Children With Special Needs (CWSN)	31-33
4.9	Free Text Book Distribution	33
CHPATER-V	MID-DAY MEAL PROGRAMME	34-39
5.1	Details of Mid-Day Meal in Schools	34-35
5.2	Social Status of Cooks	35-36
5.3	Infrastructure of MDM Programme	36-37
5.4	Cleanliness and Inspection of MDM	37-38
5.5	Supply of Micro Nutrients	38
5.6	Parents and VEC Participation in MDM	38-39
CHAPTER-VI	VECs, GRANTS AND T.L.M.	40-46
6.1	VEC Numbers	40
6.2	VEC Meetings	40-42
6.3	VEC Training	42
6.4	Role of VEC for Improving the School Conditions	42-43
6.5	Grants for Primary Schools and Upper Primary Schools	43-44
6.6	Availability of Construction Records with VEC	44-45
6.7	Teaching Learning Materials (TLM)	45-46
CHAPTER-VII	CIVIL WORK	47-49
7.1	Construction of School Buildings	47
7.2	Construction of Hand-Pump and Toilets	48
7.3	Technical Supervision of Construction Work	48-49
CHAPTER-VIII	OTHER PROGRAMMES AND BRC/NPRC INPUT	50-54
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	50
8.1.1	Teachers and Other Staff in KGBV	50
8.1.2	Social Category of Students in KGBV	50
8.1.3	Infrastructure of KGBV	51
8.2	National Programme for Education of Girls at Elementary Level (NPEGEL)	51
8.3	Education Guarantee Scheme (EGS), AIE and Madarsa	52
8.4	Academic Input of BRC/NPRC Coordinators	52
8.5	District Information System for Education	53
8.6	Investigators View about the Schools	53

LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Total Schools in Sultanpur District	2
1.2	No. of Sample Schools in Sultanpur District	3
1.3	Distance of Sample Schools from BRC/NPRC	4
2.1	Literacy Rate of Uttar Pradesh and Sultanpur	5
2.2	Details about Opening of Schools	6
2.3 A	Details about Primary School Teachers	6
2.3 A	Details about Upper Primary School Teachers	6
2.4	Mode of Recruitment of Teachers	7
2.5	Details about In Service Training of PS & UPS Teachers	8
2.6	Teachers Orientation Training	8
2.7	Details about T.L.M. Grant	9
2.8	Details about Text Books Distribution	9
2.9	Details of Children and their Enrolment in Schools	10
2.10	Status of Civil Work Sanctioned for the Financial Year - 2006-07	11
2.11	Details about School Grants	11
2.12	Details about EGS/AIE Centres	12
2.13	Details about Children's Enrolment in the EGS/AIE Centres	13
2.14	Children Mainstreamed from EGS/AIE Centres	13
2.15	Details about BRC/NPRC	14
2.16	Children with Special Needs (CWSN)	14
2.17	National Programme for Education of Girls at Elementary Level	15
2.18	Details about KGBV	16
2.19	Teaching and Other Staff in KGBV	16
2.20	Details About District Level Officials	17
3.1	Year of Establishment and Construction	18
3.2	Availability and Utilization of Classrooms	19
3.3	Availability of Infrastructure in Schools	20
3.4	Drinking Water Facility	21
3.5	Toilet Facility	21
3.6	Reason for Non-use of Toilets	22
3.7	Environment at the Schools	22
3.8	Condition of School Buildings	23
3.9	Reasons for Bad Condition	23
4.1	Teachers and their Attendance in Primary Schools	25
4.2	Teachers and their Attendance in Upper Primary Schools	25
4.3	Teachers Training	26
4.4	Enrollment and Presence of Students	27
4.5	Reasons of Absenteeism among Students	28
4.6	Efforts for Improving Students Attendance	29
4.7(a)	Achievement Level in Student's Test in Primary Schools	30
4.7(b)	Achievement Level in Student's Test in Upper Primary Schools	30
4.8	Behavior of Students	30
4.9(a)	Student Enrolled with Less or More Age Group	31
4.9(b)	Left out Students	31
4.10(a)	Children with Special Needs (CWSN)	32
4.10(b)	Provisions for Children with Special Needs (CSWN)	32

4.11	Free Text Book Distribution	33
5.1(A)	Details about Mid-Day Meal in Scheme	35
5.1(B)	Mid-Day Meal on the Day of Team Visit	35
5.2	Status of Cooks under MDM	36
5.3	Infrastructures for MDM	37
5.4	Awareness and Food Inspection	38
5.5	Food Supplements	38
5.6	Participation of Parents/VEC in MDM	39
6.1	Gender-wise VEC Members	40
6.2	Social Categories-wise VEC Members	40
6.3 A	Details about VEC Meeting	41
6.3 B	Agendas of VEC Meetings	41
6.4	Sex and Case-wise VEC Members Attending the Meeting	42
6.5	Details about VEC Training	42
6.6	Role of VEC for Improving the Conditions of Schools	43
6.7	Utilization Grants for Primary Schools (2007-08)	43
6.8	Utilization Grants for Upper Primary Schools (2007-08)	44
6.9	Availability of Construction Related Records with VEC	45
6.10	Details about Teaching Learning Materials	45
6.11	Use of TLM by Teachers	46
7.1	Construction of School Buildings	47
7.2	Construction of Extra Rooms	47
7.3	Details of Hand pumps installation and Toilets contraction	48
7.4	Status of Technical Supervisor	48
7.5	Inspection and Views about Construction Works	49
8.1	Teachers and Other Staff in KGBV	50
8.2	Social Category of Students in KGBV	50
8.3	Details of Sample NPEGEL Centres	51
8.4	Madrasa and EGS/AIE Centres	52
8.5	Details of Academic Input Provided by Coordinator	53
8.6	Views of investigator regarding schools	54

EXECUTIVE SUMMARY

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is:

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

Aims

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the age group of 6-14 years by 2010. The goal is also to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Objectives

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Preparatory Activities

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

Scope of Work

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

Study Sample and Design

There are 2188 primary and 409 upper primary schools, 210 cluster model schools for NEPGEI, 31 EGS, 8 AIE, 14 Madrasas/Makhtabs, and 7 KGBV in Sultanpur district. Over all, 2867 schools running in the district.

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The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 110 primary and 21 upper primary schools, 11 NPEGEL, 2 EGS, 1 AIE and 1 Madarsa. Apart from these, 1 KGBV Centre has also been covered in the district. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Main Findings:

- It was reported by the Basic Shiksha Adhikari of the Sultanpur district that a total of 2188 primary and 409 Upper primary schools were in operation in the district up to October 2007. Besides, 53 different kinds of alternative schools/Centres, 210 Model Cluster Centres under the National Programme for Education of Girls at Elementary Level (NPEGEL) and 7 Kasturba Gandhi Balika Vidyalaya (KGBV) were also functioning in the district.
- Monitoring and evaluation was conducted on the basis of sample of 110 Primary, 21 Upper Primary Schools and 4 alternative Centres. 11 Model Cluster Centres and 1 KGBV were also taken as sample for the study.
- The analysis of the Census data has shown that the district of Sultanpur has made a better progress in increasing the literacy among its male, female and total population in comparison with the state of Uttar Pradesh as a whole.
- During the financial year of 2007-08, the government has proposed to open 15 new Primary and 214 new Upper Primary schools, but due to lack of initiative to identify the land/sites for these proposed schools, none could be opened as yet.
- Shortage of teachers in primary schools in the district has been found. Around 2 teachers are working per primary school in the district and if the number of Para-teachers is also taken into account the number increases to 3. There is also no sanction to recruit new teachers or par teachers during this financial year.

- Enrollment of school age children in the age group of 6-11 and 11-14 has been satisfactory in the district.
- The pace of opening of new Primary and Upper Primary schools as per the government guidelines has been slow in the district.
- The availability of infrastructure like schools boundary, play ground, sports items, number of class rooms and verandah is still inadequate in the district. Toilets, is still to be constructed in 40 per cent of Primary and 20 per cent of the Upper Primary schools.
- 10 per cent of all buildings of Primary Schools and 5 per cent of Upper Primary schools are in bad condition, requiring their re-construction.
- 25 per cent less teachers are working against their sanction number and 12 per cent of the working teachers were found absent on the day of visit of our research team in sample Primary Schools.
- The shortfall of 18 percent teachers against the number of their sanction posts in case of Upper Primary Schools was found. 16 per cent of the working teachers in Upper Primary schools was absent on the day of our visit.
- The enrollment of children in the age-group of 6-11 years in Primary Schools was reported to be more than 100 per cent in case of boys and 94 of girls in Primary Schools. In Upper Primary schools, enrollment was reported to 100 per cent. However, the presence of 70 per cent students in Primary Schools and 84 per cent in Upper Primary schools was shown the schools attendance register. On the basis of actual head count of students, we found that around 30 per cent of reported enrolled students were absent in Primary schools. In Upper Primary Schools, 16 per cent of the reported enrolled students were found to be absent. In 82 per cent of total Primary Schools and 86 per cent of total Upper Primary Schools in our sample have student attendance of less than 70 per cent on the day of our visit these schools. Thus, it seems that the figures of enrollment are inflated and the attendance of students in Primary and Upper Primary Schools generally remains quite low in the district.

- The enrollment of Children with Special Needs (CWSN) in Primary and Upper Primary Schools has poor in the district as around 30 per cent of them are still be enrolled in the schools. Appliances and Aids have not been provided to large number of them and ramps are still to be constructed in majority of schools.
- Distribution of free text books has been found to be good.
- Food under the Mid-Day Meal Scheme is being served according to menu in majority of schools but green vegetables are given in few schools. Most of the students reported their satisfaction with the quality and quantity of the food being served under the scheme.
- Cooking is being done by the female in majority of schools and 68 per cent of them are from the other backward castes. All the required infrastructure of mid-day meal scheme was found to available in most of the schools of the district and was being used. However, inspection of the scheme and supply of micro-nutrients was found to be poor. Little participation of Parents/VECs in the MDM was found in the district.
- The inactive role of VECs was found in most of the cases in Sultanpur district. Supervision and record maintenance was poor. Meetings were irregular.
- Use of TLM by the teachers was very poor.
- Speed of construction of additional rooms, new toilets and installation of new hand pumps in the schools has been slow in the district during the last year.
- Other Programmes like KGBV, NPEGEL, EGS etc were not actively functioning in the district.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the schooling system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities among children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. The other goals are to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan, implemented in Sultanpur District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at the district level.
- (ii) To assess the progress in achievement of some key outcome indicators through sample study of selected primary, upper primary and alternative schooling system.
- (iii) Verify process and procedures undertaken for the implementation of SSA at the district and state level

1.3 Scope of Work

The Programme covers the following:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level
- (vi) Alternative Schooling etc.

1.4 Sampling Design

There are 2188 primary and 409 upper primary schools, 210 cluster model schools for NEPGEL, 31 EGS, 8 AIEs, 14 Madrasa/Maktabas and 7 KGBVs in Sultanpur district. There was no bridge course centres in the name of RBC or NRBC. In total, 2886 schools are running in the district as shown in Table 1.1.

Table 1.1: Total Schools/Centres in Sultanpur District (2007-08)

SI No.	Name of Block	PS	UPS	NPEGEL	EGS	AIE	Madrasa	Bridge Course		KGBV	Total
								RBC	NRBC		
1	Ahmadnagar	132	21	10	3	-	-	-	-	-	166
2	Amethi	78	9	6	1	-	1	-	-	-	95
3	Baldirai	110	23	9	2	1	2	-	-	1	148
4	Bhadaiyan	93	18	8	-	-	-	-	-	-	119
5	Bhadar	65	19	6	-	-	-	-	-	-	90
6	Bhetua	71	12	23	-	-	-	-	-	-	106
7	Danpatganj	98	26	8	-	-	-	-	-	-	132
8	Dostpur	85	17	8	-	-	-	-	-	-	110
9	Dubeypur	111	23	10	-	-	2	-	-	-	146
10	Gauriganj	83	17	9	-	-	-	-	-	1	110
11	Jagdishpur	94	21	6	-	-	2	-	-	1	124
12	Jaisinpur	117	17	9	4	1	1	-	-	-	149
13	jamo	116	18	10	3	2	-	-	-	1	150
14	Kadipur	134	19	9	2	1	1	-	-	-	166
15	Kurebhar	108	17	10	-	-	-	-	-	-	135
16	Kurwar	117	24	10	5	1	1	-	-	-	158
17	lambhua	121	23	8	-	-	2	-	-	-	154
18	Motigarpur	63	11	9	-	-	-	-	-	-	83
19	Musafirkhana	86	22	6	-	2	1	-	-	1	118
20	PPKamaicha	81	12	9	6	-	1	-	-	-	109
21	Sahgarh	48	13	7	2	-	-	-	-	1	71
22	Sangrampur	57	9	6	3	-	-	-	-	-	75
23	Sukul Bazar	88	13	5	-	-	-	-	-	1	107
24	City Area	32	5	9	-	-	-	-	-	-	46
	Total	2188	409	210	31	8	14	-	-	7	2867
	No. of Sample	110 (5.02)	21 (5.13)	11 (5.24)	2 (6.45)	1 (12.5)	1 (7.14)	-	-	1 (14.28)	147 (5.13)

Source: Office of the Basic Shiksha Adhikari, District Sultanpur.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were drawn from each of the 5 blocks and 1 urban area of the district, selected on random basis. Within the sample blocks/urban area, sample schools were selected randomly. The entire sample size consists of 110 primary and 21 upper primary schools, 11 NPEGEL, 2 EGS, 1 AIE, 1 Madrasa, and 1 KGBV. The detail sample size has been shown in Table

1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample schools in Sultanpur District

Sl No.	Name of Block/Centre	Primary School	Upper Primary School	NPEGL	Madrasa	EGS	AIE	KGBV	Bridge course		Total
									NRBC	RBC	
1	<u>Bhadar</u>										
	Total Schools	65 (16.54)	19 (22.09)	6 (15.38)	-	-	-	-	-	-	90 (17.05)
	Sample Schools	18 (16.36)	5 (23.80)	2 (18.18)	-	-	-	-	-	-	25 (17.00)
2	<u>City Area</u>										
	Total Schools	32 (8.14)	5 (5.81)	9 (23.08)	-	-	-	-	-	-	46 (8.71)
	Sample Schools	9 (8.18)	1 (4.76)	2 (18.18)	-	-	-	-	-	-	12 (8.16)
3	<u>Dost Pur</u>										
	Total Schools	85 (21.63)	17 (19.77)	8 (20.51)	-	-	-	-	-	-	110 (20.83)
	Sample Schools	24 (21.81)	4 (19.05)	2 (18.18)	-	-	-	-	-	-	30 (20.40)
4	<u>Jagdish pur</u>										
	Total Schools	94 (23.92)	21 (24.42)	6 (15.38)	2 (66.67)	-	-	1 (100)	-	-	124 (23.48)
	Sample Schools	26 (23.63)	5 (23.81)	2 (18.18)	1 (100.0)	-	-	1 (100)	-	-	34 (23.13)
5	<u>Kurwar</u>										
	Total Schools	117 (29.77)	24 (27.91)	10 (25.64)	1 (33.33)	5 (100)	1 (100)	-	-	-	158 (29.92)
	Sample Schools	33 (30.00)	6 (28.57)	3 (27.27)	-	2 (100)	1 (100)	-	-	-	45 (30.61)
	<u>Total</u>										
	Total Schools	393 (100)	86 (100)	39 (100)	3 (100)	5 (100)	1 (100)	1 (100)	-	-	528 (100)
	Sample Schools	110 (100)	21 (100)	11 (100)	1 (100)	2 (100)	1 (100)	1 (100)	-	-	147 (100)

Source: Field Survey.

The other information relating to the functioning and progress of SSA Programme in the district and state has been collected from office of Uttar Pradesh State Project Director, Education for All, Lucknow and the office of the District Basic Shiksha Adhikari, Sultanpur.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C. in Sultanpur District

Sl. No	Distance	Primary School	Upper Primary School	Total
1	<u>BRC</u>			
	a. Within 3 KM	22 (20.00)	6 (28.57)	28 (48.57)
	b. 3 to 5 KM	9 (8.18)	2 (9.52)	11 (17.70)
	c. 5 to 8 KM	24 (21.82)	4 (19.05)	28 (40.87)
	d. Above 8 KM	55 (50.00)	9 (42.86)	64 (92.86)
	Total	110 (100.00)	21 (100.00)	131 (100.00)
2	<u>NPRC</u>			
	a. Within 3 KM	70 (63.64)	15 (71.43)	85 (135.07)
	b. 3 to 5 KM	21 (19.09)	5 (23.81)	26 (42.90)
	c. 5 to 8 KM	17 (15.45)	-	17 (15.45)
	d. Above 8 KM	2 (1.82)	1 (4.76)	3 (6.58)
	Total	110 (100.00)	21 (100.00)	131 (100.00)

Source: Field survey.

CHAPTER II

EDUCATIONAL PROFILE OF SULTANPUR DISTRICT

2.1. Introduction

The Sultanpur district is a part of Faizabad Division of Uttar Pradesh and lies between 81.32 and 82.41 degrees east longitude and 25.59 and 26.40 north latitude. It is bounded by the Faizabad district in the north and Pratapgarh in south. In the east its boundary touches Azamgarh, Ambedkar Nagar, and Jaunpur and in west it touches Barabanki and Raebareli districts. According to 2001 Census, total area of Sultanpur district was 4436 sq km. and total population was 32, 14, 832

It is evident from Table-2.1 that the literacy level in Sultanpur district has been generally at par with the state average in 1991 as well as in 2001 Census. However in case of literacy among males, position of district has been better than the literacy rate of males in the state as whole. The reverse has been the situation of female literacy in the district. But it is to be noted here that the district of Sultanpur has made better progress in increasing the rate of literacy among males, females and total population as compared to the state as whole between the years of 1991 and 2001. While the increase in literacy rate of males, females and total population in the state was by 14, 18 and 16 percentage points the same was 17, 21 and 19 percentage point in the district.

Table-2.1: **Literacy Level in Uttar Pradesh and Sultanpur District**

Sl. No.	Item	Uttar Pradesh		Sultanpur District	
		1991	2001	1991	2001
1	Male	54.80	68.80	55.08	71.85
2	Female	24.40	42.20	20.74	41.81
3	Total	40.70	56.30	38.49	56.90

Source: Census of India, 1991 and 2001.

2.2. Status of Schools

As per information provided by the office of the Basic Shiksha Adhikari, Sultanpur, there were 2188 primary and 409 upper primary schools as on 31 March 2007. Additionally 15 Primary and 214 Upper Primary schools were sanctioned in the financial year of 2007-08. But till we obtained the information from the BSA office in the month of

November 2007, none of the sanctioned Primary or Upper Primary schools could be opened. Thus, a total of 2188 Primary and 409 Upper Primary schools are functioning in the district at present as shown in Table-2.2.

Table-2.2: Details about Opening of Schools Sultanpur District

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	2188	409	2597
2	No. of Schools Sanctioned in current financial year-2007-08	15	214	229
3	No. of Schools Opened in current financial year-2007-08	—	—	—
4	Current Status of School	2188	409	2597

Source: Office of the Basic Shiksha Adhikari, District Sultanpur.

Findings and Suggestions

- 15 Primary and 214 Upper Primary schools were sanctioned during the current financial year of 2007-08; however, none of these could be opened as yet.

2.3 Status of Teaching Staff

The status of teaching staff as presented in the Table-2.3 A & B indicated that there were 7936 teachers (all categories) for primary and 1565 teachers for upper Primary schools working as on 31 March 2007. The appointment of 191 Shiksha Mitras was made during 2007-08 but these posts were sanctioned during last two years.

Table-2.3 A: Details about Primary School Teachers in Sultanpur District

Sl. No.	Details	Primary Schools			
		Working as on 31.03.07	Sanctioned during 07-08	Appointment against Sanction	Difference
1	Head Master	1715	—	—	—
2	Assistant Teachers	2193	—	—	—
3	Shiksha Mitra	4028	—	191*	—
4	Total	7936	—	191	—

* Sanction of 2005-06 and 2006-07.

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Table-2.3 B: Details about Upper Primary Teachers in Sultanpur District

Sl. No.	Details	Upper Primary Schools			
		Working as on 31.03.07	Sanctioned during 2007-08	Appointment against Sanction	Difference
1	Head Master	383	—	—	—
2	Assistant Teachers	1182	—	—	—
	Total	1565	—	—	—

Source: Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- 70.57 per cent of the sanctioned teachers are appointed at the primary school level.
- Only 35.26 per cent of the sanctioned teachers are appointed at the upper primary level.
- 29.43 per cent of the sanctioned teachers in primary and 64.74 per cent teachers in upper primary schools are still to be appointed.
- There is a gap between the number of sanctioned and appointed teachers in upper primary schools. This gap needs to be filled as soon as possible.

2.4. Recruitment of Teachers

The information relating to the mode of recruitment of teachers in primary and upper primary schools in Sultanpur district during 2006-07 as presented in Table-2.4 indicates that only 191 appointments were made at primary schools and no appointment was made in upper primary schools. Out of total 191 appointments in primary schools, all were Shiksha Mitras, appointed at the VEC level as shown in Table-2.4.

Table-2.4: Mode of Recruitment of Teachers in Sultanpur District

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2007-08		Appt. at DPO / Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2007-08		Appt. at DPO / Basic Level	Appt. at VEC Level
		Regular	Contract			Regular	Contract		
1	Head Master	-	-	-	-	-	-	-	-
2	Assistant Teacher	-	-	-	-	-	-	-	-
3	Shiksha Mitra	-	191	-	191	-	-	-	-
4	Total	-	191	-	-	-	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

2.5. Teachers' In-service Training

In order to maintain teaching standard, target of teachers training has been fixed for the primary and upper primary schools in the district. As per data provided by the BSA office, training target of 4254 teachers of primary schools and 1977 teachers of upper primary schools was fixed. Against the target, 3050 primary schools teachers and 1124 upper primary schools teachers were trained up to 31 October, 2007, leaving a gap of 28 per cent and 43 per cent in case of primary and upper primary school teachers respectively as evident in Table-2.5.

Table-2.5: Details about in Service Training of PS and UPS Teachers

SI No.	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for Training	No. of teachers Provided Training as on 31.10.07	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.07	Balance/ Left
1	Head Master	1715	300	1415	383	200	183
2	Assistant Teachers	2539	2750	789	1594	924	670
3	Shiksha Mitra						
	Total	4254	3050	2204	1977	1124	853

Findings and Suggestions

- In-service training was to be given to large number of teachers at both levels.
- However, targeted number of teachers could not be provided training.

2.6. Teachers' Orientation Training

As per information given in Table-2.6, target of orientation training to 180 Shiksha Mitras, was fixed for the year 2006-07. While 112 Shiksha Mitras were given the planned orientation-training. given training till 31.10.2007

Table-2.6: Teachers' Orientation Training in Sultanpur District

Sl. No.	Details	Primary Schools		
		Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.2007	Balance Left
1	Head Master	-	-	-
2	Assistant Teachers	-	-	-
3	Shiksha Mitra	180	112	68
	Total	180	112	68

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- Orientation training has not been provided to any teacher at primary level and well as upper primary levels and hence this is the serious lacuna.
- Even the 38 per cent of the targeted Shiksha Mitras could not be given orientation which is another weakness of the SSA programme in district.

2.7. Teachers Learning Material (TLM) Grant

As per information proved by the BSA and shown in Table-2.7, 7936 teachers of primary schools and 2039 teachers of Upper Primary schools were eligible to receive

the TLM grant during the financial year 2006-07. All the eligible teachers at primary and upper primary levels received the TLM grant. The date of receipt of TLM grant was September 20, 2007, for the primary as well as upper primary school teachers.

Table-2.7: Details about TLM Grant in Sultanpur District

Sl. No.	Details	Primary Schools	Upper primary Schools
1	No. of Teachers eligible to receive TLM grants in Financial Year 2007-08	7936	2039
2	Total Grant sent by BSA to VECs Accounts (Lakh)	3968000	1019500
3	Date of Release of TLM Grant	20.09.2007	20.09.2007
4	No. of Teachers covered	7936	2039

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

2.8. Distribution of Text Books

The Information regarding text books distribution (Table-2.8) indicated that text books were distributed among 440578 children of primary schools in the district during the month of July 2007. Among the total recipients, 14.95 per cent were SC boys and 85.05 per cent were girls. Around 66 per cent receipts got the free textbooks under the SSA programme and the remaining from the state government fund.

In case of upper primary schools, free textbooks were distributed among 144574 students. Students receiving books under the SSA Programme were 64 per cent and remaining got free books from the state government fund.

Table-2.8: Details of Text Books Distribution in Sultanpur District

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of Children to whom Free Text Books have been distributed	440578	65871	224730	144574	NA	NA
2	No. of Children received Free Text Books under SSA Programme	288836	NA	NA	93014	NA	NA
3	No. of Children received Free Text Books from State Govt. Funds.	151742	NA	NA	51568	NA	NA
4	Period of Text Books distribution	July 2007 to August 2007					

2.9. Number of Children and their Enrolment in Schools

A household Child-Survey was conducted during September 2007 in the district for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total numbers of 565101 children were identified. Out of these 52.22 per cent were boys and remaining 47.78 per cent were girls. The number of students in the age group of 11-14 years was recorded to be 264502 in which 52.57 per cent were boys and 47.43 per cent were girls.

These figures have been presented in the Table-2.9, which indicate that 99.64 per cent of total identifies children in the age group of 6-11 years were enrolled in schools. The enrollment of boys and girls in this age group was same (99.64 per cent). In case of children in age group of 11-14 years, 52.87 boys and 47.13 per cent girls could be enrolled.

Table-2.9: Details of Children and their Enrolment in Schools in Sultanpur District

Age Group of Children		Total No of Children as per Household Survey Sep.-2007	Total No of Children Enrollment as per 30.09. 2007
6-11 Years	Boys	295044 (52.21)	293983 (99.64) (52.21)
	Girls	270057 (47.79)	269074 (99.64) (47.79)
	Total	565101 (100.00)	563057 (99.64) (100.00)
11-14 Years	Boys	139053 (52.57)	137831 (99.12) (52.87)
	Girls	124449 (47.05)	122878 (98.74) (47.13)
	Total	264502 (100.00)	260709 (98.57) (100.00)

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- Enrollment of school age children in the age group of 6-11 and 11-14 years has been satisfactory in the district. However, it seems that the identification of girls in the age group of 6-11 and 11-14 not been properly as their share has been found to lower as Compared with the identified boys.

2.10. Civil Works

The construction of school infrastructure has been very poor in the district. The information provided by the BSA office shows that a total 15 primary and 214 upper primary schools were sanctioned for construction during 2006-07. However, none of

these could be started as yet. Surprisingly, construction of additional rooms was also not sanctioned in whole of the district. Poor quality of earlier construction and non-availability of space were given two main reasons for not starting the construction.

Table-2.10: Status of Civil Work Sanctioned for the Financial Year 2007-08 in Sultanpur District

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	New Primary Schools	15	-	-	-	Not according to Standard
2	New Upper Primary Schools	214	-	-	-	Not according to Standard
3	Additional Rooms for Primary Schools	-	-	-	-	Non availability of space

Source: Office of the Basic Shiksha Adhikari, District Sultanpur.

Findings and Suggestions

- There has been no progress of civil work sanctioned during the financial year of 2006-07.
- On priority the quality civil work should be initiated in the district.

2.11. School Grants

The details shown in Table-2.11 indicate that the grant to 2200 primary and 556 upper primary schools was approved for the year 2006-07. All these primary schools received the sanctioned grant during the same financial year. A total of Rs. 44 lakhs was given directly in the VECs account. No proper record was available which could show that how much amount out of the released grant was utilized by the VECs. It was also reported that the BSA did not make central purchases.

Table-2.11: Details about School Grants Sultanpur District

Sl. No.	Details		PS	UPS	Total
1	No. of Schools to whom Grants Approved in 2007-08		2200	556	2756
2	No. of Schools to whom Funds have been released		2200	556	2756
3	Date of Release the Grant to VEC Accounts		22.10.07	22.10.07	-
4	Released amount (Rs. In lakhs)		44	11	55
5	Amount utilized by VECs up to 30.10.06 (Rs. In lakhs)		-	-	-
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)		2	2	2
7	If yes		-	-	-
	a.	For What purpose	-	-	-
	b.	Amount utilized (Rs. In lakhs)	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- The school grants were released to all schools.
- However, details of its utilization were not available.
- The BSA should ensure that VECs should maintain proper record of grant utilization.

2.12. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres

105 EGS/AIE centres had been sanctioned as on 31 March 2007 in Sultanpur district. Out of these, 68 EGS/AIE centres (64.76 percent) were opened during that period. Besides this, 57 EGS/AIE centres were also sanctioned during the financial year 2006-07. None of EGS/AIE centre was upgraded to the primary level (Table-2.12)

Table-2.12: Details about EGS/AIE Centres in Sultanpur District

Sl. No.	Details	Sanctioned	Opened / In position
1	No. of EGS / AIE centers as on 31.03.2007	105	68 (64.76)
2	No. of EGS / AIE centers in the financial year 2006-07	-	57
3	No. of EGS / AIE centers to be upgraded in the financial year 2006-07	-	0
4	No. of Teachers sanctioned for new upgraded primary schools	-	0

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- There has been huge backlog in terms of opening of sanctioned EGS/AIE centres in the district.
- There has been no effort also to convert some of the working EGS/AIE centres into the primary schools.
- Hence, immediate efforts should be made to complete the backlog and convert some better EGS/AIE centres into primary schools.

2.13 Students Enrollment in the EGS / AIE Centres

The information regarding enrolment status in EGS/AIE centers in Sultanpur district as presented in Table-13 indicates that a total of 2765 children were enrolled in these centres till 30.09.2007. Out of the total enrolled children, 517 children (18.70 percent) belonged to the scheduled castes (SCs), followed by 731 children (26.44 percent) of other backward castes (OBCs), 1012 children (36.60 percent) of minorities and 505 children of other castes (18.26 per cent).

Table-2.13: Details about Children's Enrollment in the EGS/ AIE Centres in Sultanpur District

Sl.No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2007	Difference
1	SC	-	517(18.70)	-
2	ST	-	-	-
3	OBC	-	731(26.44)	-
4	Minority	-	1012(36.60)	-
5	Others	-	505(18.26)	-
6	Total	-	2765(100)	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur.

Findings and Suggestions

- No target for the enrollment of children in EGS/AIE centres was fixed in the district.
- It is must that target for each year should be fixed.

2.14. Training to the Education Volunteers (EVs)

There were 57 EVs reported to be working in the Sultanpur district and all of them were trained. All the EVs did receive Foundation Training, which was imparted by DIET for 30 days during the year. The training provided to the EVs was found to be sufficient as per standard laid down by SPO. It was reported that all the trainees were provided academic support by BRC/NPRC.

The BSA, Sultanpur has provided data regarding educational qualification of EVs. Out of total 57 Evs, 75 per cent were high schools pass and the rst were intermediate pass. No EGS/AIE center has been upgraded during the current financial year.

2.15. Children Mainstreamed from EGS/AIE Centres

It was reported that 481 children were mainstreamed from EGS/AIE centers upto 30.09.2007. Details of children mainstreamed during the last academic session were not available. Free books of all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.14: Children Mainstreamed from EGS/AIE Centres in Sultanpur District

Sl.No.	Details	Numbers	Remarks/ Problems
1	No. of Children actually mainstreamed from EGS/AIE centers as on 30.09.206 in the Current Financial Year 2006 – 07	481	-
2	Details of the last academic year 2005-06		
	1. Mainstreaming in Private Schools	-	-
	2. Mainstreaming in Govt. Aided Schools	-	-
	3. Mainstreaming in Govt. Schools	481	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur.

Findings and Suggestions

- Number of children mainstreamed from EGS/AIE centres seems to quite small.
- Proper records also not maintained on this aspect.
- Efforts should be made for greater mainstreaming and proper data up keep on this aspect.

2.16. BRC/NPRC

The details of BRC and NPRCs in Sultanpur district have been presented in the Table-2.15. There were 24 BRCs and 187 NPRCs as on 31.03.06. All of them were in operation. In the BRCs, 24 were the coordinators and 46 assistant coordinators. The NPRC staff consisted of 187 persons.

Table-2.15: Details about BRC/NPRC in Sultanpur District

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BR Centres as on 31.03.06	24	24
2	No. of NPR Centres as on 31.03.06	187	187
3	No. of BR Centres in the Financial Year 2006-07	24	24
4	No. of NPR Centres in the Financial Year 2006-07	187	187
5	Details of staff in BRC: a. Coordinators	24	24
	b. Asst. Coordinator	46	46
	c. Others	-	-
6	Details of staff in NPRC: Coordinators	187	187

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

2.17. Children with Special Needs (CWSN)

There were 4435 CWSN children identified in the financial year 2006-07. The break of these children in boys and girls was not available from the records. It was also not available that how many children were given different kind of aids and appliances. It was also not available that in how many schools ramps have been constructed and how many parents of CWSN children were given counseling.

Table-2.16: Children With Special Needs (CWSN)

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN Children identified in Financial Year 2007-08	NA	NA	4435
2	No. of Children who have been provided with Aids and Appliances in Financial Year 2006-07	-	-	-
3	No. of Resource Teachers Identified	-	-	41
4	No. of Itinerant Teachers Identified	-	-	4220

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- It is evident that very little attention has been given in terms of identification and support to the children with special needs in the district.
- Proper attention needs to be given as per provision to the needs of these children and counseling of their parents.

2.18. National Programme for Education of Girls at Elementary Level (NPEGEL)

As per details shown in Table-2.17, there was a target of 198 model school clusters for the year 2006-07 in the district. All these cluster schools, popularly known as "**Meena Manch**" were functional in the district as on 30.09.2006. In 29 model clusters, additional classrooms were to be aided. All the 198 model clusters were provided with drinking water, toilet facility and electricity.

Table-2.17: **National Programme for Educational of Girls at Elementary Level (NPEGEL)**

Sl. No.	Details of Facilities	Target for 2006-07	Made Functional as on 30.09.2006	Difference
1	Number of Model School Clusters	198	198	-
2	No. of Additional Class Rooms to be Aided.	29	-	-
3	No of Model Clusters with Drinking Water	198	187	11
4	No of Model Clusters with Toilet Facility	198	151	45
5	No of Model Clusters with Electrification	198	07	191
6	Quantum of Funds to be Released	29846300	27088600	2757700
7	No. of ECCE Centers operational under Innovation Head Funds	170	170	-
8	No. of ECCE Centers operational under NPEGEL	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- In general infrastructural facilities was reported to be better in model cluster schools.
- However, drinking water, toilet and electricity need to be provided to remaining cluster schools.

2.19. Kasturba Gandhi Balika Vidyalaya (KGBV)

One KGBV was sanctioned during the financial year 2006-07 in Sultanpur district and it was reported to be in operation.

Table-2.18: **Details about KGBV**

Sl. No.	Details	Sanctioned for 2006-07	Made Functional as on 30.09.2007	Difference
1	Number of KGBV	1	1	-

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

The positions of 5 wardens cum teachers, along with 20 full time teachers, 15 part time teachers and 20 support staff (accountant/assistant, peon, chaukidar and cook) were sanctioned. This entire staff was reported to be in position as evident in Table-2.19.

Table-2.19: **Teaching and Other Staff in KGBV**

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	5	5
2	Full time Teachers	20	19
3	Part time Teachers	15	12
4	Support Staff (Accountant / Assistant, Peon, Chowkidar and Cook)	20	20

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

Findings and Suggestions

- KGBVs are not in adequate number in this district keeping in view its large size.
- It is recommended that the possibility to open few more KGBVs should be Explored.

2.20. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS)

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools. The data are being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 per cent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was imparted in October 2007 at block resource centers (BRC).

2.21 Functioning of Village Education Committees (VEC)

There are 1262 village/school level education committees and 6 ward education committees in the district. It was reported that 100 per cent members of VEC were oriented with required training.

2.22. Staffing at District Level SSA Office

The district has sufficient and separate staff for running the SSA programme. The position of Expert BSA, AAO, District Coordinators, Computer Operator, Junior Clerk, Peon were sanctioned and reported to be in position.

Table-2.20: Details about District Level Officials

Sl.No.	Name of the post category wise under SSA in District Office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	District Coordinator (DC)	6	6
4	Accountant	1	-
5	Computer Operator	1	-
6	MIS In-charge	1	1
7	Stenographer	1	1
8	Junior Clerk	1	1
9	Peon	1	1
10	Driver	1	1

Source: Office of the Basic Shiksha Adhikari, District Sultanpur

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

Out of total sample schools, around 82 per cent have been established before ten years. In case of primary schools; 88 per cent were established before ten years and 75 per cent of them were constructed before ten years. The upper primary schools are also old. Around half of them were established and constructed before a decade as evident from Table-3.1.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Const.	Est.	Conts.	Est.	Conts.
1.	Less than 2 year (2006-07 to 2004-05)	2 (1.82)	2 (1.82)	4 (19.05)	4 (19.05)	6 (4.58)	6 (4.58)
2.	2 Years to 5 years (2003-04 to 2001-02)	2 (1.82)	3 (2.73)	1 (4.76)	1 (4.76)	3 (2.29)	4 (3.05)
3.	5 years to 10 year (2000-01 to 1996-97)	9 (8.18)	22 (20.00)	5 (23.81)	5 (23.81)	14 (10.69)	27 (20.61)
4.	10 year + (Before 1995-06)	97 (88.18)	83 (75.45)	11 (52.38)	11 (52.38)	108 (82.44)	94 (71.76)
	No. of Total Schools	110 (100.00)	110 (100.00)	21 (100.00)	21 (100.00)	131 (100.00)	131 (100.00)

Source: Field survey.

Findings and Suggestions:

- Majority of primary and upper primary schools were established and constructed in the district before a decade back.
- The process of establishment of new schools both primary and upper primary has not been fast in the recent years.
- Therefore, the pace of establishment of new primary as well as upper primary schools should be accelerated as per norms of establishment of these schools.

38411

3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization is presented in Table 3.2. It is evident that maximum 6 rooms are available in two primary schools out of 110 sample

schools of the district. In one upper primary school, largest number of 9 rooms is available for teaching. In majority of cases, availability and use of rooms in primary as well as in upper primary schools is lower which needs to be increased.

Table 3.2: **Availability and utilization of Classrooms**

Availability of Rooms	Primary School		Upper Primary School	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	4 (3.64)	-	3 (14.29)	3 (14.29)
02	14 (12.73)	-	-	-
03	24 (21.82)	-	10 (47.62)	10 (47.62)
04	36 (32.73)	-	2 (9.52)	2 (9.52)
05	30 (27.27)	-	2 (9.52)	2 (9.52)
06	2 (1.82)	-	2 (9.52)	2 (9.52)
07	-	-	1 (4.76)	1 (4.76)
08	-	-	-	-
09	-	-	1 (4.76)	1 (4.76)
10	-	-	-	-
No. of Total Schools	110 (100.00)	-	21 (100.00)	21 (100.00)

Source: Field survey.

Findings and Suggestions:

- The appears that there is dearth of adequate number of rooms in the schools for teaching and other uses.
- Therefore, additional rooms need to be provided in the existing primary and upper primary schools of the district.

3.3 Availability of Infrastructure in Schools

In sample primary schools, 68 per cent have boundaries while the availability of playground is in only 29 per cent primary schools. Sports items have been found to be available in 42 per cent primary schools. The availability of mats, furniture is found to be 95 of sample primary schools. The blackboard is available in most of the primary schools

and use of sport items and availability of Verandah is in quite a few primary schools as evident from Table-3.3.

In sample upper primary schools; boundaries, use of sport items and availability of Verandah is available in few of the schools. In case of upper primary schools, vital infrastructural facilities are lacking in large number of schools.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary School		Upper Primary School		Total	
	Yes	No	Yes	No	Yes	No
Play Ground	75 (68.18)	35 (31.82)	16 (76.19)	5 (23.81)	91 (69.47)	40 (30.53)
Boundaries	32 (29.09)	78 (70.91)	12 (57.14)	9 (42.86)	44 (33.59)	87 (66.41)
Availability of Sport Items	46 (41.82)	64 (58.18)	15 (71.43)	6 (28.57)	61 (46.56)	70 (53.44)
Proper availability of Mats/Furniture	104 (94.55)	6 (5.45)	21 (100.00)	-	125 (95.42)	6 (4.58)
Black Board in Class Rooms	108 (98.18)	2 (1.82)	21 (100.00)	-	129 (98.47)	2 (1.53)
Use of Sport Items	35 (31.82)	11 (10.00)	13 (61.90)	2 (9.52)	48 (36.64)	13 (9.92)
Schools without Verandah	31 (28.18)		12 (57.14)		43 (32.82)	
Schools with one Verandah	74 (67.27)		6 (28.57)		80 (61.07)	
Schools with More than one Verandah	5 (4.55)		3 (14.29)		8 (6.11)	

Source: Field survey.

Findings and Suggestions:

- Whether the schools may the primary or upper primary in the district; vital infrastructural facilities are lacking.
- Under the SSA programme, all the required infrastructure should be provided.

3.4 Availability of Drinking Water

Around 95 per cent primary schools and 86 per cent upper primary schools have drinking water facility. Out of existing drinking water facilities, about 18 per cent have been arranged through Swajaldhara, 26 from SSA fund and remaining from other sources.

Table 3.4: **Drinking Water Facility**

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility Available	105 (95.45)	5 (4.55)		18 (85.71)	3 (14.29)		123 (93.89)	8 (6.11)	
Scheme	Swajaldhara	SSA	Others (Various Nidh)	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	18 (17.14)	25 (23.81)	62 (59.05)	5 (27.78)	7 (38.89)	6 (33.33)	23 (18.70)	32 (26.02)	68 (55.28)

Source: Field survey.

Findings and Suggestions:

- The drinking water facility is not available in all the primary and upper primary schools.
- On priority; this facility should be extended to all primary as well upper primary schools.

3.5 Toilet Facility

The toilet facility is found to be available in 60 per cent of the sample primary schools. Majority of boys and girls are found to be using this facility in the primary schools. Most of the toilets have been constructed under the SSA programme in the district.

In upper primary schools, toilets facility is available in 81 per cent schools. Here again the majority of boys and girls at primary level are found to be using the toilet facility as shown in Table-3.5.

Table-3.5 **Toilet Facility in Sample schools**

School	Total School		Status of Toilet		Scheme under Constructed		
	With Toilet	Without Toilet	Boys	Girls	T.S.A	S.S.A	Other
Primary school	66 (60.00)	44 (40.00)	60 (90.91)	64 (96.97)	22 (33.33)	33 (50.00)	11 (16.67)
Upper Primary school	17 (80.95)	4 (19.05)	14 (82.35)	15 (88.24)	-	16 (94.12)	1 (5.88)

Source: Field Survey.

Findings and Suggestions:

- There is urgent need that toilet facility should be provided in large number of schools of the district.

During the survey, it was found that the students in many schools did not use existing toilets. More than 17 per cent existing toilet facilities were not in use at primary and upper primary schools. The improper maintenance of toilet facilities was the main cause of their non-use.

Table 3.6: **Reason For Non-use of Toilets**

Particulars	Primary	Upper Primary	Total
Toilets always Locked	2(9.09)	-	2(8.70)
Shock Pit Filled	6(27.27)	-	6(26.09)
Door and Seats has Creaked	7(31.82)	-	7(30.43)
Other	7(31.82)	-	7(30.43)
Total	22(100.00)	1(100.00)	23(100.00)

Source: Field Survey.

Findings and Suggestions:

- The toilet facilities are not used in about 17 percent primary and in 16 percent upper primary schools.
- On the whole, in around 17 per cent schools the toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the proper maintenance of existing facilities.

3.6 School Environment

As far as good atmosphere is concerned, 95 per cent primary and 100 per cent upper schools have good atmosphere. Though in majority of primary and upper primary schools proper ventilation in class rooms have been found but there are still large number of schools where proper ventilation in class rooms is to be provided. Similar is the case with proper space in class room sitting of students. Near about all the primary and upper primary schools do not provide health facilities to students.

Table No. 3.7: **Environment at the schools**

Particulars	Primary School		Upper Primary School		Total	
	Yes	No	Yes	No	Yes	No
School with Good Atmosphere	104 (94.55)	6 (5.45)	21 (100.00)	- -	125 (95.42)	6 (4.58)
Proper Ventilation in Classrooms	72 (65.45)	38 (34.55)	16 (76.19)	5 (23.81)	88 (67.18)	43 (32.82)
Proper Space in Class room for Sitting to Student	78 (70.91)	32 (29.09)	19 (90.48)	2 (95.24)	97 (74.05)	34 (25.95)
Schools provided Health Facilities last 6 month	5 (4.54)	105 (95.45)	1 (4.76)	20 (95.24)	6 (4.58)	125 (95.42)

Source: Field Survey.

Findings and Suggestions:

- Proper ventilation in class rooms is to be ensured.
- A good seating arrangement is also required.
- All this necessitates the construction of additional rooms with proper ventilation.

3.7 Condition of School Buildings

Survey results as presented in Table-3.8 indicate that in majority of primary schools condition of school building is satisfactory and not the good one while opposite is the case with upper primary schools. The reason is that many of the primary schools were constructed long back and the condition of their building has deteriorated while upper primary schools construction of building is relatively new. This calls for the proper repair and maintenance of schools buildings.

Table 3.8: Condition of School Building

Schools	Good	Satisfactory	Bad	Total
Primary School	32 (29.09)	67 (60.91)	11 (10.00)	110 (100.00)
Upper Primary School	11 (52.38)	9 (42.86)	1 (4.76)	21 (100.00)
Total	43 (32.82)	76 (58.02)	12 (9.16)	131 (100.00)

Source: Field Survey.

Findings and Suggestions:

- The condition of many of the sample schools have been found to be not good.
- This requires the regular and proper repair and maintenance of all the school buildings in the district.

3.8 Reasons of Bad Condition

In most of the cases, poor quality of construction and improper repair and maintenance are the sole causes of bad condition of school buildings.

Table 3.9: Reasons for Bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Total
Primary School	3 (27.27)	4 (36.36)	4 (36.36)	11 (100.00)
Upper Primary School	-	-	1 (100.00)	1 (100.00)
Total	3 (25.00)	4 (33.33)	5 (41.66)	12 (100.00)

Source: Field Survey.

Findings and Suggestions:

- The main reason of bad condition of school buildings is the poor quality of construction.
- The poor maintenance is an other important reason of bad condition of school buildings.
- The concerned district level officials are to ensure good quality construction of school buildings as well as their proper up keep. There is no problem of funds.

CHAPTER IV

TEACHERS AND ENROLMENT

4.1 Teachers and Attendance

The analysis of the primary data has shown that there is sizeable gap between the sanctioned post of teachers and those who are actually working in the district. There is gap of 15 per cent, 31 per cent and 1 per cent in case of sanctioned posts of head masters, assistant teachers and Shiksha Mitras. On the whole, there is shortage of 15 per cent of teachers as far their sanctioned posts are concerned. On an average one teacher has been found to be working in the primary schools of the district. 80 per cent head masters, 89 assistant teachers and 87 per cent Shiksha Mitras were found to be present on the day of visit of our research team in the sample schools.

The average number of teachers found present on the day of our visit to sample schools was less than 1 teacher in case of head masters and assistant teachers. It was around 2 in case of Shiksha Mitras in primary schools (see Table 4.1). The main reason for absenteeism of the head Masters was reported to be their involvement in training Programmes (36.36 per cent) while absenteeism due leave was another important reason. The habitual absenteeism was insignificant.

In upper primary schools, around 81 per cent of the sanctioned teachers were reported to be in-position. Around 68 per cent teachers in upper primary schools were found to be present on the day of our visit. The main reason of absenteeism (23.08 per cent cases) was reported to be going out for school related works. The teachers absent due to taking leave and suddenly becoming sick constituted 30 per cent. The teachers absent due to involvement in training programmes were in case of 8 per cent absentee teachers (Table-4.2).

Table 4.1: Teachers and their Presence in Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of Sanctioned Teachers	110 (23.11) (100.00)	165 (34.66) (100.00)	201 (42.23) (100.00)	476 (100.00) (100.00)
2	No. of Teachers Working in the Schools	94 (23.10) (85.45)	114 (28.01) (69.08)	199 (48.89) (69.10)	407 (100.00) (85.50)
3	No. of Teachers found present on the Day of Visit	83 (23.10) (88.30)	107 (28.01) (93.86)	179 (48.89) (64.17)	369 (100.00) (77.52)
4	Reason of Absenteeism:				
	a. Training	4 (36.36)	0 (0.00)	19 (76.00)	23 (46.94)
	b. Sickness	3 (27.27)	3 (23.08)	4 (16.00)	10 (20.41)
	c. For Salary	1 (9.09)	0 (0.00)	1 (4.00)	2 (4.08)
	d. School Related Extra Work	0 (00.00)	2 (15.38)	1 (4.00)	3 (6.12)
	e. On Leave	3 (27.27)	6 (46.15)	0 (0.00)	9 (18.37)
	f. Others	0 (00.00)	2 (15.38)	0 (0.00)	2 (4.08)
	Total	11 (100.00)	13 (100.00)	25 (100.00)	49 (100.00)
5	Habitual Absentees	1 (50.00)	0 (0.00)	1 (50.00)	2 (100.00)

Source: Field Survey.

Table-4.2: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of Sanctioned Teachers	21 (21.43) (100.00)	77 (78.57) (100.00)	98 (100.00) (100.00)
2	No. of Teachers Working in the Schools	21 (26.25) (100.00)	59 (73.75) (76.62)	80 (100.00) (81.63)
3	No. of Teachers found present on the Day of Visit	18 (26.87) (85.71)	49 (73.13) (83.05)	67 (100.00) (83.75)
4	Reason of Absenteeism:			
	a. Training	1 (33.33)	0 (0.00)	1 (7.69)
	b. Sickness	0 (00.00)	2 (20.00)	2 (15.38)
	c. For Salary	0 (0.00)	1 (10.00)	1 (7.69)
	d. School related Extra Work	1 (33.33)	2 (20.00)	3 (23.08)
	e. On Leave	1 (33.33)	1 (10.00)	2 (15.38)
	f. Others	0 (0.00)	4 (40.00)	4 (30.77)
	Total	3 (100.00)	10 (100.00)	13 (100.00)
5	Habitual Absentees	-	-	-

Source: Field Survey.

*Kramottar School has no principal.

Findings and Suggestions:

- There is a gap between sanctioned position so teachers at primary and upper primary level.
- This needs to be abridged by appointing all categories of teachers.
- 15-16 absenteeism was found among the teachers which need to be looked into.

4.2 Teachers Training

In primary schools, more than 78 per cent teachers reported to have received training. Maximum (62 per cent) teachers received training on improving the teaching and learning skill and remaining 38 per cent teachers received training in other assignments (Table-4.3).

In case of upper primary schools, more than 48 per cent teachers reported to have received training. Maximum (62 per cent) teachers received training in teaching and learning, 12 per cent in library and remaining in other areas relating to school management.

Most of primary school teachers received training at BRC level while DIET and BRC were the main venue of most of the teachers of the upper primary schools. DIET faculty and BRC coordinators were the main resource persons of the training. Most of the teachers who received training reported their satisfaction with the training they received.

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Types of Training:</u>			
	a. Teaching Learning	138(61.33)	8(72.72)	146(61.86)
	b. Library	27(12.00)	0(0.00)	27(11.44)
	c. Computer	0(0.00)	1(9.09)	1(0.42)
	d. Other	60(26.67)	2(18.18)	62(26.27)
	Total	225(100.00)	11(100.00)	236(100.00)
2	<u>Training Venue:</u>			
	a. DIET	12(5.33)	5(45.45)	17(7.20)
	b. BRC	211(93.78)	5(45.45)	216(91.53)
	c. NPRC	2(0.89)	1(9.09)	3(1.27)
	d. Other	0(0.00)	0(0.00)	0(0.00)
	Total	225(100.00)	11(100.00)	236(100.00)
3	<u>Trainers:</u>			
	a. DIET Faculty	116(51.56)	4(36.36)	120(50.85)
	b. BRC Coordinator	64(28.44)	6(54.55)	70(29.66)
	c. NPRC Coordinator	7(3.11)	1(9.09)	8(3.39)
	d. Other	38(16.89)	0(0.00)	38(16.10)
	Total	225(100.00)	11(100.00)	236(100.00)
4	Satisfied with Training Inputs	220(97.78)	9(81.82)	229(97.03)
5	Not Satisfied with Training Inputs	5(2.22)	2(18.18)	7(2.97)
6	<u>Duration of Training:</u>			
	a. 1 to 3 Days	219(97.33)	10(90.91)	229(97.03)
	b. 4 to 6 Days	6(2.67)	0(0.00)	6(2.54)
	c. 7 to 15 Days	0(0.00)	1(9.09)	1(0.42)
	d. Up to 30 Days	0(0.00)	0(0.00)	0(0.00)
	Total Teachers Trained	225(100.00)	11(100.00)	236(100.00)

Source: Field Survey.

Findings and Suggestions:

- Despite in-service training given to large number of teachers of primary as well upper primary schools on different aspects, there is still substantial scope of giving such training to large number of teachers.

4.3 Enrolments and Attendance

The data collected from the sample primary schools has shown that the gross enrollment was found to be more than the total boys identified eligible for admission in primary schools. In case of girls, enrollment was 93.67 per cent of all eligible girls. On the whole, around 97 per cent eligible boys and girls were enrolled. While our research team visited the sample schools, it was found from the registers of all the classes from 1-5 that 68 per cent of enrolled boys, 71 per cent of the enrolled girls and 70 per cent of total student enrolled were shown present. When we counted the actual number of students present by head count, more or less same number of students were found to be present as shown in the attendance register of respective classes except in case of boys whose presence was 3 per cent less than what was shown in the register.

In upper primary schools, near about all eligible students were found to have been enrolled. Of all enrolled students, 92 per cent of boys, 74 per cent of girls and 81 per cent of all students were shown present in the registers of respective upper primary classes. However, on the basis of actual head count of the students in the class by our research team, 93 per cent boys, 72 per cent girls and 84 per cent of all students shown present in the registers were actually present. On the whole, 82 per cent of all sample primary schools and 86 per cent of all upper primary schools were found to have low attendance level.

Table 4.4: Enrollment and Attendance of Students

Sl. No	Particulars	Eligible Student up to Sep 30, 2007	Enrollment Students according to Register	Present Students according to the Register	Students Present on the Date of our Visit	No. of* Schools with Low Attendance
1	Primary School:					90 (81.82)
	• Number of Boys	10429	10535(101.02)	7189(68.24)	6852(65.04)	
	• Number of Girls	12122	11355 (93.67)	8069(71.06)	8329(73.35)	
	• Total Students	22551	21890 (97.07)	15258(69.70)	15181(69.35)	
2	Upper Primary School:					18 (85.71)
	• Number of Boys	3081	3072 (99.70)	2821(91.83)	2861 (93.13)	
	• Number of Girls	2490	2480 (99.60)	1837 (74.07)	1795 (72.38)	
	• Total Students	5571	5552 (99.65)	4658 (83.90)	4656 (83.86)	

* Low attendance schools means those schools where attendance of all students on the Day of our visit has been found to be less than 70 per cent on the head count basis.

Source: Field Survey.

Findings and Suggestions:

- Most of the eligible boys and girls were enrolled in primary and upper primary levels.
- However, attendance has been short both of boys and girls at primary and upper primary levels and the absenteeism was more evident in case of girls at primary as well as upper primary levels.
- The teachers need to take initiatives to improve the attendance of the students in general and of the girl's students in particular in primary and upper primary schools.

The students reported several factors as reasons of absence. The main reason is the participation in local fair/markets followed by involvement of students in agricultural activities (Table-4.5).

Table 4.5: **Reasons of Absenteeism among Students**

Sl No.	Reason for absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	35(38.89)	8(44.44)	43(39.81)
2	Local Fairs/Markets	45(50.00)	7(38.89)	52(48.15)
3	Discrimination in Facilities	3(3.33)	0(0.00)	3(2.78)
4	Occasions (Marriage Parties and Festivals)	4(4.44)	3(16.67)	7(6.48)
5	Lack of Education	0(0.00)	0(0.00)	0(0.00)
6	Due to New School	0(0.00)	0(0.00)	0(0.00)
7	Other	3(3.33)	0(0.00)	3(2.78)
	Total	90(100.00)	18(100.00)	108(100.00)

Source: Field Survey.

Findings and Suggestions:

- Absenteeism is serious problems among the students particularly of girls.
- This trend needs to be cheked with the help of VECs and PTAs.

4.4 Efforts to Improve Students Attendance

Efforts to improve the students' attendance were made by schools, VECs and Parents Teacher Associations (PTAs). It was reported that schools have interactions with the parents, given notice to the parents and taken other measures. VECs have launched awareness campaign, organized meetings and other activities for the same but only in 60 sample schools. The efforts made by the schools, PTAs and VECs in improving the attendance were inadequate as evident in the following Table-4.6.

Table 4.6: **Efforts for Improving Students' Attendance**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Efforts made by the Schools:			
	a. Interactions with Parents	--	--	--
	b. Through Notice	7(9.46)	11(100.0)	7(8.24)
	c. Other	67(90.54)	--	78(91.76)
	Total	74(100.00)	11(100.00)	85(100.00)
2	Efforts made by V.E.C.:			
	a. Awareness in Community	40(48.78)	7(50.00)	47(48.95)
	b. Meeting of VEC	42(51.22)	7(50.00)	49(51.04)
	c. Others	--	--	--
	Total	82(100.00)	14(100.00)	96(100.00)
3	Efforts made by P.T.A.:			
	a. Interaction with Parents	44(53.00)	8(57.14)	52(53.60)
	b. Regularly Meeting of P.T.A.	39(46.98)	6(42.90)	45(46.40)
	c. Distribution of Facilities	--	--	--
	d. Other	--	--	--
	Total	83(100.00)	14(100.00)	97(100.00)

Source :Field Survey.

Findings and Suggestions:

- Efforts made by schools VECs and PTAs for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was insignificant the respect.
- There should be more concerted efforts in each primary school and upper primary schools of the district to improve students attendance.
- There should be an efficient and regular monitoring system to check students' attendance.

4.5 Achievement Level of Students

The achievement level was examined on the basis of test conducted on the students of primary and upper primary schools. The results have been shown in Table-4.7 (a & b). The tables revealed that 8 per cent students in Hindi reading, 15 per cent students in Hindi writing, 20 per cent in English reading, 15 per cent in English writing and 9 per cent in Mathematics have secure 0 marks. The table further revealed that the achievement level of students is generally poor in all three subjects at the primary level. At upper primary level, situation is found to be comparatively better except in English and Mathematics.

Table 4.7A: **Achievement Level of Students**

SI NO.	Achievement Level	Primary Schools				
		Hindi		English		Mathematics
		Reading	Writing	Reading	Writing	
1	A(80-above)%	5(04.55)	5(04.55)	3(02.73)	2(01.82)	6(05.45)
2	B(65-79)%	11(10.00)	10(09.09)	3(02.73)	9(08.18)	10(09.09)
3	C(50-64)%	17(15.45)	13(11.81)	4(03.63)	13(11.82)	15(13.64)
4	D(35-49)%	31(28.18)	22(20.00)	31(28.18)	27(24.55)	22(20.00)
5	E(1-34)%	37(33.63)	44(40.00)	47(42.73)	43(39.09)	47(42.73)
6	F(0)%	9(08.18)	16(14.55)	22(20.00)	16(14.54)	10(09.09)
Total		110(100.0)	110(100.0)	110(100.0)	110(100.0)	110(100.0)

Table 4.7B: **Achievement Level in Students**

SI NO.	Achievement Level	Upper Primary Schools					
		Hindi		English		Math	Science
		Reading	Writing	Reading	Writing		
1.	A(80-above)%	1(04.76)	2(09.52)	2(09.52)	5(23.80)	1(04.76)	6(28.57)
2.	B(65-79)%	7(33.33)	5(23.80)	3(14.28)	1(04.76)	2(09.52)	2(09.52)
3.	C(50-64)%	3(14.28)	4(19.04)	5(23.80)	5(23.80)	2(09.52)	6(28.57)
4.	D(35-49)%	4(19.04)	4(19.04)	5(23.80)	6(28.57)	3(14.28)	4(19.04)
5.	E(1-34)%	6(28.57)	6(28.57)	4(19.04)	2(09.52)	7(33.33)	1(04.76)
6.	F(0)%	-	-	2(09.52)	2(09.52)	6(28.57)	2(09.52)
	Total	21(100.0)	21(100.0)	21(100.0)	21(100.0)	21(100.0)	21(100.0)

Findings and Suggestions:

- The achievement level of student has been found to be generally poor.
- This indicates the poor quality of education being given to the students at primary and upper primary level.
- Urgent steps should be taken to improved achievement levels of students.

4.6 Students Behavior with their Teachers

The teachers of the sample schools reported the good and satisfactory behavior of their students in most of the sample schools. Only in case of 5 per cent schools of primary and upper primary standard, bad behavior of students was reported as evident from Table-4.8.

Table 4.8: **Behaviour of Students with their teachers**

SI No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	15(13.63)	4(19.04)	19(14.50)
2.	Satisfactory	90(81.81)	16(76.19)	106(80.92)
3.	Bad	5(04.55)	1(04.76)	6(04.58)
4	Total	110(100.0)	21(100.0)	131(100.0)

Source : Field Survey.

4.7 Age of Enrolled Students

Enrollment of students in primary schools was not found as per age norms in many cases. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age in the both primary as well as upper primary schools (Table-4.9 (a)).

Table 4.9 (a): **Age of Enrolled Students with Less or More Age**

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled Students with More or Less Age	29	172	14	31
2	No. of Schools with Less or More Age Student	18	45	9	13
3	Average no. of Enrolled Student with More or Less Age per School	1.61	3.82	1.55	2.38

Source: Field Survey.

As shown in the following Table-4.9 (b) the percentage of left out students was 4 in primary schools and less than one in upper primary schools.

Table-4.9 (b): **Left out Students during the Study in Sample Schools**

	Primary School			Upper Primary School		
	Boys	Girls	Total	Boys	Girls	Total
No. Of Student Enrollment on 30 sep	10535 (100.00)	12122 (100.00)	22657 (100.00)	3081 (100.00)	2490 (100.00)	5571 (100.00)
No. Of Student as per register in the month of visit (October)	10429 (98.99)	11355 (93.67)	21784 (96.15)	3072 (99.71)	2480 (99.60)	5552 (99.66)
Left out student	106 (1.01)	767 (6.33)	873 (3.85)	9 (0.29)	10 (0.40)	19 (0.34)
Left out student studying in other school	34 (32.08)	657 (85.66)	691 (79.15)	4 (44.44)	5 (50.00)	9 (47.37)
Net Student left out	72	110	182	5	5	10

Findings and Suggestions:

- The gap between enrolled students at the time of opening of the schools and at the time of our survey is not wide.
- However, efforts should be made to take care of those students who leave the schools after seeking admission.

4.8 Children with Special Needs (CWSN)

The child survey conducted by the sample schools have found that there were 118 Children with Special Needs (CWSN) in primary schools age and 18 in upper primary school age. Out of these, 71 per cent were enrolled in primary schools and 57 per cent in upper primary schools. The enrollment of such children was found to be

higher in case of girls (75.00 per cent) against the boys (67.80 per cent) at primary level and at upper primary level of girls (76.00 per cent) versus boys (39.00 per cent). In Table-4.10 (a), enrollment of CWSN and type of their disabilities has been shown.

Table 4.10(a): **Children with Special Needs (CWSN)**

Sl No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Disabled Children identified			
	a. Boys	118(59.59)	18(51.43)	136(58.37)
	b. Girls	80(40.41)	17(48.57)	97(41.63)
	Total	198(100.00)	35(100.00)	233(100.00)
2	No. of Disabled Children Enrolled:			
	a. Boys	80(67.80)	7(38.89)	87(63.97)
	b. Girls	60(75.00)	13(76.47)	73(75.26)
	Total	140(70.71)	20(57.14)	160(68.66)
3	Types of Disability in Students:			
	a. Legs	38(27.14)	10(50.00)	48(30.00)
	b. Hand	13(9.28)	5(25.00)	18(11.25)
	c. Legs and Hand Both	9(6.43)	5(25.00)	14(8.75)
	d. Others (hearing, speaking etc.)	80(57.14)	--	80(50.00)
	Total Disabled Students	140(100.00)	20(100.00)	160(100.00)

Source: Field Survey.

It was found that hearing aids, tricycles and crutches were provided to these children. But the number of benefited children has been very low. But it is interesting to find that more than 80 per cent of schools have constructed the ramps. However, counseling of the parents of such children about the problems of CWSN and the number of schools which gave such counseling have been found to be quite less as evident from Table-4.10 (b).

Table 4.10(b): **Provisions for Children with Special Needs (CSWN)**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the Student:			
	a. No. of student with artificial Limbs	-	-	-
	b. Crutches	1(20.00)	0(0.00)	1(16.66)
	c. Tricycles	1(20.00)	1(100.00)	2(33.33)
	d. Wheel Chair	--	--	--
	e. Stick for Blind	--	--	--
	f. Calicepers	--	--	--
	g. Hearing Aids	3(60.00)	--	3(50.00)
	h. Other	--	--	--
	Total	5(100.00)	1(100.00)	6(100.00)
2	No. of Schools with Ramps	88(80.00)	20(95.23)	108(82.44)
3	No. of Schools without Ramps	22(20.00)	1(4.76)	23(17.55)
4	No. of Parents Counseled about CWSN Care	80	22	102
5	No. of Schools in which Parents Counseled about CWSN Care	56	9	65

Source: Field Survey.

Findings and Suggestions:

- Enrollment of CWSN at primary and upper primary levels has been found to well.
- Most of the schools have also constructed ramps.
- But the aids and appliances given to these children are very less in numbers.
- The number of schools and number of parents of these children given counseling have been quite low.
- Aids and appliances should be given to all such children and counseling to parents of such children should be given on wider scale in the district.

4.9 Free Text Book Distribution

The distribution of free text books has been reported in all the sample primary and upper primary schools. In facts free books were also distributed among the drop out students who have left the school. Some other students enrolled after book distributions were also given the books. But the distribution of free text books has not been timely in large of schools. The delay was reported to be mainly on account of delayed supply from the BSA office.

Table 4.11: Free Text Books Distributed

Sl. No	Particulars	Primary School	Upper Primary School	Total
1	<u>Students provided Free Text Books:</u>			
	a. Boys	10887(103.34)	3080(100.26)	13967(102.64)
	b. Girls	11786(103.80)	2493(100.52)	14279(103.96)
	c. Total	22673(103.58)	5573(100.04)	28246(102.93)
2	No. of Schools in which Distribution of books was Delayed	61 (55.45)	9 (42.86)	70 (53.44)
3	No. of Schools in which Distribution of books was timely	49 (44.55)	12 (57.14)	61 (46.56)
4	Number of schools in which book were distributed	110 (100.00)	21 (100.00)	131 (100.00)
5	<u>Reasons for Delay in Distribution of Text Books:</u>			
	a. Delayed Delivery from BSA Office	28 (45.90)	5 (55.55)	33 (47.14)
	b. Less availability of Books	8(13.11)	0(00.00)	8(11.42)
	c. Others	25(40.98)	4(44.44)	29(41.43)
	d. Total	61(100.00)	9(100.00)	70(100.00)

Source: Field Survey.

*Data included of 130 schools because the register was not available in 1 school

Findings and Suggestions:

- The free text books were given to all the children.
- There has been delay in distribution of such books.
- The official should ensure that such delay may not happen in future.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools

The Programme of Mid-Day Meal is being implemented in all primary schools of the district as was reported by the BSA. It was found that the menu was displayed on the walls in more than 98 per cent schools. However, the provision of food according to the menu was found to be in 80 per cent schools. The food containing the green vegetables was made available in 29 per cent schools only.

Non-availability of food items according to the menu was reported to be the main reason of non-compliance of menu. It was the case with 76 per cent of sample schools. Lack of required number of utensils and in certain cases their non-availability was reported to be the other reasons of non-providing of food items according to the menu as evident from Table-5.1 (a)

On the day of visit of our research team the schools records were examined that how many students took the mid-day meal. It came to know that 15428 students took the mid-day meal. However, when the actual counting was done then it was revealed that 14903 students actually took the meal. Thus, the names of 525 students were falsely shown. It was found that in 78 per cent of sample schools, students were happy with the quality of food supplied. (Table-5.1 (b)) It also became evident that in 83 per cent schools students were happy with the quantity of food supplied. The main reason of dissatisfaction of student with the mid-day meal was reported to be that food was not supplied to them according to the menu. Lack of quality and quantity were other two important reasons. It was found that around two students per school used to bring lunch daily from their home. It became evident that 95 per cent of the students used to bring utensils with them to avail the mid-day meal. Though majority of the cooks were the females (69 per cent) but the share of SC females was only 11 per cent. It is the general perception that cooks of the Mid-Day Meal scheme are not paid regularly. Our result has shown that more than 71 per cent cooks do not get their payment regularly (Table-5.2). It was reported by the cooks that they get Rs. 687.7 per month. We find 5 schools out of our sample of 110 primary schools where food has not been cooked for a long time.

Table-5.1 (a): **Details about Mid Day Meal Scheme**

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu is written on the wall	108(98.18)
2	No. of Schools in which menu have not written on wall	2(1.82)
3	No. of Schools in which food was supplied to the students according to menu	84(80.00)
4	No. of Schools in which food was not supplied to the students according to menu	21(20.00)
5	No. of schools in which green vegetables was made available in food	30(28.57)
6	No. of schools in which green vegetables was not made available in food	75(71.43)
7	<u>Reasons for not cooking food according to menu:</u>	
	a. None availability of food items	13(76.47)
	b. Lack of utensils	4(23.53)
	c. Others	4(23.53)
8	No. of students bringing lunch from their home	155
9	Average No. of students per school bringing lunch from home	1.48
10	No. of beneficiaries before one day from our visit	14890
11.	<u>No. of students taken food on the day of our visit:</u>	
	a. According to register	15428
	b. MDM Actually taken	14903

Source: Field survey.

*1 school cooks sometimes, ** Seven schools had not cooked from several days, # Food was cooked only in 94 School, *** Average drawn from 87 School. Because 1 school no of students were not mentioned in the register.

Table-5.1 (b): **Mid Day Meal on the Day of Team Visit**

Sl.No.	Particulars	Numbers
1	No. of Schools in which food have been given according to menu	94(89.52)
2	No. of Schools in which food have not been given according to menu	11(10.47)
3	No. of Schools in which students are happy with the quality of food	82(78.09)
4	No. of Schools in which students are not happy with the quality of food	23(21.90)
5	No of Schools in which students are happy with the quantity of food	87(82.85)
6	No of Schools in which students are not happy with the quantity of food	18(17.14)
7	<u>Reasons for the students are not happy with the Mid Day Meal:</u>	
	a. Food have not been cooked according to menu	7(17.07)
	b. Lack of quality	20(48.78)
	c. Lack of Quantity	14(34.15)
	d. Others	0(0.00)
8	No. of Schools in which students bring the utensils from the home	105(95.45)
9	No. of Male cooks in the schools	53(31.17)
10	No. of Female cooks in the schools	117(68.82)

Source: Field survey.

- Food was not cooking in 18 schools

5.2 **Social Status of Cooks**

The social background of the cooks in MDM revealed that around 85 per cent of them belonged to scheduled castes, 5 per cent are of other backward castes and remaining 10 per cent are from other classes. No one belongs to scheduled tribes category. It was reported that in around 55 percent of sample schools cooks did not get their payment regularly. The average payment of Rs. 632 per month was given to these cooks.

Table 5.2: **Status of Cooks under MDM**

Sl. No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u>	
	a. Schedule Caste	18(10.58)
	b. OBC	116(68.23)
	c. Others	36(21.17)
2	No. of School in which cooks have been paid regularly	75(71.42)
3	No. of Schools in which cooks have not been paid regularly	30(28.57)
4	Average amount for cooks have been paid per month	687.7

Source: Field survey.

*There are 5 such as schools in which food is not cooking for a long times.

Findings and Suggestions:

- Though the MDM has been implemented in all the schools of the district but serious shortcomings have been found in the survey.
- Food is not supplied according to menu in large number of cases and absence of green vegetables is common feature.
- The cooks though majority of them are females but the proportion of scheduled castes is low.
- The cooks, in majority of cases, do not get their payment regularly.

5.3 Infrastructure of MDM Programme

The kitchen facility to prepare the MDM was found to be available in 85 per cent sample schools. In the schools where kitchen was not available, food was cooked in open in 71 per cent of sample schools. It was found that in 95 per cent schools, safe drinking water was available. It was reported that the storage of food was made at the residence of village pradhan. It was found that majority of schools maintained separate register of MDM. Most of the schools were found to have required utensils for cooking the MDM and in 71 per cent cases, fuel wood was used in cooking. Around 89 per cent fund from the SSA was used in MDM.

Table 5.3: **Infrastructure for MDM**

Sl. No.	Particulars	Numbers
1	No. of School with kitchen	93(84.54)
2	No. of School without kitchen	17(15.45)
3	<u>Venue for cooking in which schools kitchen have not been constructed:</u> a. Open ground b. Cooked form outside c. Others	12(70.58) 4(23.52) 1(5.88)
4	No. of Schools with availability of safe drinking water	105(95.45)
5	No. of Schools without availability of safe drinking water	5(4.54)
6	<u>Place for food item storage:</u> a. In school b. At Pradhan's residence c. At PDA shop d. Others	20(19.04) 78(74.28) 4(3.81) 3(2.85)
7	No. of Schools with proper register for MDM	105
8	No. of Schools without proper register for MDM	0
9	No. of Schools with required utensils in kitchen	100(95.23)
10	No. of Schools without required utensils in kitchen	5(4.76)
11	<u>Source of Funds used in utensils purchasing:</u> a. SSA b. Community Fund	93(88.57) 12(11.42)
12	<u>Fuel used in cooking:</u> a. L P G b. Fuel Wood	
12	a. LPG b. Kerosene Oil	30(28.57) 75(71.42)

Source: Field survey.

* Food grain is not available in 5 School

**Food is not cooking from the December

***Data was not available of 2 schools.

5.4 **Cleanliness and Inspection of MDM**

The awareness about hygiene like washing hands before taking meal, use of clean utensils and caste/gender and disability differentiation was given to most of the students. It was found that regular inspection of MDM was done in 45 per cent of total schools and in majority of cases teachers of the same schools did the inspection and that too was not daily but often (Table-5.4).

Table 5.4: **Awareness and Food Inspection**

Sl. No.	Particular	Numbers/Schools
1	Students made aware about:*	
	a. Students must wash their hands before and after taking meal	100(95.24)
	b. Take & eat meal in organized way	95(90.48)
	c. Keep the water for utensil cleaning	91(86.67)
	d. Nobody should make differentiation on the basis of Caste/gender/disability at the time of taking food	100(95.24)
2	No. of Schools in which MDM inspected regularly	47(44.76)
3	<u>Inspection authority:</u>	
	a. Community/Parents	4(8.51)
	b. VECs	5(10.64)
	c. School Teachers	38(80.85)
4	<u>Duration/Frequency of Inspection:</u>	
	a. Daily	15(31.91)
	b. Often	24(51.06)
	c. Sometime	8(17.02)

Source: Field survey.

*Average made from the 99 schools, as 6 schools are not preparing food for the last three months

5.5 **Supply of Micro-Nutrients**

It information collected from the sample schools has revealed that in only 5 per cent schools micro-nutrients have been given to the students. The micro-nutrients were given by the ANMs in 80 per cent cases (Table=5.5)

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplements were given to students	5(4.54)
2	No. of Schools in which micro nutrition supplements were not given to students	105(95.45)
3	<u>Micro-nutrition supplement providers:</u>	
	a. ANMs	4(80.00)
	b. Others	1(20.00)
4	<u>Duration/Frequency in provision of Micro-nutrition:</u>	
	a. Once in a month	4(100.00)
	b. Twice in a month	--

Source: Field survey.

5.6 **Parents and VECs Participation in MDM**

The participation of parents/VECs was found very bad in MDM (Table-5.6).

Table 5.6: **Participation of Parents/VECs in MDM**

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items Other
1	Very Good	0(0.00)	-
2	Good	4(3.64)	4(3.64)
3	Satisfactory	33(30.00)	11(10.00)
4	Bad	73(66.36)	95(86.36)
	Total Schools	110(100.00)	110(100.00)

Source: Field survey.

Findings and Suggestions:

- In majority of schools, food was cooked in open.
- In most of the schools, micro-nutrients were not give.
- The participation of VECs/parents in MDM was nothing.

CHAPTER VI

VECs, GRANTS AND T.L.M

6.1 VEC Members

There were 593 VEC members in 131 sample primary and upper primary schools in the district. Thus, on an average there were 4 members in each VEC. Most of the schools did not have parent's representation in VEC. The percentages of males and females were 34 and 66 respectively in the membership of VEC committees. No variation was found across primary and upper schools in terms membership of males and females (Table-6.1).

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	167(34.15)	35(33.65)	202(34.06)
2.	Male	322(65.84)	69(66.35)	391(65.94)
	Total	489(100.00)	104(100.00)	593(100.00)

Source: Field survey.

The caste-wise composition showed that around 27 per cent members belonged to scheduled castes, about 39 per cent to other backward castes and around 34 percent were from the general castes (table-6.2).

Table 6.2: Social categories wise VEC Members

Sl.No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	130(27.08)	24(24.00)	154(26.55)
3.	OBC	185(38.54)	43(43.00)	228(39.31)
4.	General	165(34.38)	33(33.00)	198(34.14)
	Total	480(100.00)	100(100.00)	580(100.00)

Source: Field survey.

6.2 VEC Meetings

As per norms, VEC meeting should be held every month. But our survey has revealed that this regularity was maintained only in 70 per cent schools. The frequency of meetings was also very low. It was found that on an average 3 meetings were held during the last six months per school (Table-6.3 (a)).

Table 6.3 (a): **Details about VEC meeting**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>No. of School organized meeting:</u>			
	a. Yes	74(67.27)	17(80.95)	91(69.47)
	b. No.	36(32.73)	4(19.05)	40(30.53)
2	Average No. of Meeting in last 6 months	3.00	3.00	3.00

Source: Field Survey.

The agenda of meetings was mainly related to the maintenance of schools, mid-day meal, students' scholarship, enrolment and attendance, etc., as shown in Table-6.3 (b).

Table 6.3 B: **Agendas of VEC Meetings**

Sl. No.	Particulars / Agendas	Primary School	Upper Primary School	Total
1	For New building	12(03.67)	4(06.25)	16(04.09)
2	Recruitment of Shiksha Mitra	45(13.76)	5(07.81)	50(12.78)
3	For improvement of presence	31(09.48)	7(10.93)	38(09.71)
4	Enrollment	60(18.34)	13(20.31)	73(18.67)
5	For Pots, Food and recruitment	3(00.92)	1(01.56)	4(01.02)
6	Polio Drop	12(03.66)	0(00.00)	12(03.06)
7	Mid day meal	13(03.97)	2(03.13)	15(03.83)
8	Discussion	21(06.42)	3(04.68)	24(06.13)
9	All maintenance work	24(07.34)	7(10.93)	31(07.92)
10	For committee	13(03.97)	2(03.13)	15(03.83)
11	Cleaning	23(07.03)	3(04.68)	26(06.64)
12	Scholarship	9(02.75)	1(01.56)	10(02.55)
13	Free dress	11(03.36)	1(01.56)	12(03.06)
14	For Welcome of Secretary	0(00.00)	0(00.00)	0(00.00)
15	Utilization of Money	0(00.00)	0(00.00)	0(00.00)
16	Plantation	0(00.00)	0(00.00)	0(00.00)
17	Recruitment	0(00.00)	0(00.00)	0(00.00)
18	Cultural Program	50(15.29)	15(23.43)	65(16.62)
	Total	327(100.00)	64(100.00)	391(100.00)
	No. of Total school	110(100.00)	21(100.00)	131(100.00)

Source: Field Survey.

Case and ex-wise attendance in VECs meeting showed that males and upper castes members high as compared to females and under privileged section of the society (Table-6.4).

Table 6.4: **Sex and Caste-wise VEC Members Attending the Meeting**

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	Female	135(36.49)	30(35.29)	165(36.26)
2	Male	235(63.51)	55(64.71)	290(63.74)
3	<u>Caste distribution among male:</u>			
	a. SC	39(16.60)	11(20.00)	50(17.24)
	b. Other	196(83.40)	44(80.00)	240(82.76)
	Total Member (Male + Female)	370(100.00)	85(100.00)	455(100.00)

Source: Field survey.

* According to Man days.

6.3 **VEC Training**

The training for VEC members was organized in 33 per cent primary and 48 per cent upper primary schools. In majority of cases, the teachers who received the training were satisfied with the training given to them (Table-6.5).

Table 6.5: **Details about VEC Training**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	No. of Schools organized training of VEC members	36 (32.73)	10 (47.61)
2	No. of trained members	180	50
3	Average number per schools	5	5
4	<u>Views of trained members regarding training:</u>		
	a. Best	--	--
	b. Good	10(27.77)	2(20.00)
	c. Satisfactory	26(72.22)	8(80.00)
	d. Bad	--	--

Source: Field survey.

Note: All VEC members are trained by BRC/NPRC.

Findings and Suggestions:

- Training to the VEC members was organized in quite a few schools.
- Great emphasis on training to the VEC members should be given.

6.4 **Role of VEC in Improving the School Conditions**

In majority of schools, role of VEC in improving the conditions of school has been satisfactory both in primary and upper primary schools. The details of the role of VECs in improving the condition of schools have been shown in Table 6.6.

Table 6.6: **Role of VEC in Improving the Conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of Teacher	Presence of Student	Total
1.	Primary School					
	a. Best	2(1.82)	1(0.91)	1(0.91)	1(0.90)	5(1.14)
	b. Good	4(3.64)	7(6.36)	5(4.55)	5(4.55)	21(4.77)
	c. Satisfactory	93(84.55)	98(89.09)	97(88.18)	82(74.54)	370(84.09)
	d. Bad	11(10.00)	4(3.64)	7(6.36)	22(20.00)	44(10.00)
	Total	110(100.00)	110(100.00)	110(100.00)	110(100.00)	440(100.00)
2.	Upper Primary School					
	a. Best	2(9.52)	2(9.52)	--	--	4 (4.76)
	b. Good	1(4.76)	2(9.52)	2(9.52)	1(4.76)	6(7.14)
	c. Satisfactory	18(85.71)	17(80.95)	17(80.95)	19(90.47)	71(84.52)
	d. Bad	--	--	2(9.52)	1(4.76)	3(3.57)
	Total	21(100.00)	21(100.00)	21(100.00)	21(100.00)	84(100.00)

Source: Field survey.

Findings and Suggestions:

- VECs' role in improving the overall school conditions was found to be satisfactory.
- The VECs' should be made more effective in improving school conditions.

6.5 Grants of Primary and Upper Primary Schools

The pass books of the sample schools were examined on order to find the details of grant received and expenditure made their from. It became evident that a total amount of Rs. 78, 36,853 was received from the government. Against it, 68, 54,515 were spent. The average receipt per school comes to Rs. 71244 and expenditure comes to Rs. 62,314. The major head of receipt and expenditure were honorarium to Para-teachers, construction of rooms, school maintenance, NPEGEL and others like furniture and dress for the girls. Though there has been little reshuffle in terms of expenditure among different heads. The details of receipt and expenditure have been shown in Table 6.7.

Table 6.7: **Utilization of Grants in Primary Schools, 2006-07**

Sl. No.	Head of Aid	Received	Expenditure
1	School maintenance	1283900 (16.38)	1516400 (22.12)
2	School development	6000 (0.08)	4000 (0.06)
3	Honorarium for Para teachers (Shiksha Mitra)	2134551 (27.24)	1997581 (29.14)
4	Construction of Rooms	1820000 (23.22)	1500000 (21.88)
5	Construction of Toilet	131000 (1.67)	121000 (1.76)
6	Construction of Boundary	60000 (0.77)	60000 (0.88)
7	TLM	140100 (1.79)	128100 (1.87)
8	Ramps Construction	209686 (2.68)	186859 (2.73)
9	NPEGEL	952303 (12.15)	914700 (13.34)
10	Honorarium for Acharya	67535 (0.86)	62037 (0.94)
11	Others (furniture, dress etc.)	1031778 (13.16)	363838 (5.31)
	Total	7836863 (100.00)	6854515 (100.00)
		71244*	62314*

Source: Field Survey. *Average per Schools.

It became evident that in case upper primary schools a total amount of Rs. 16, 87,484 were received from the government. Against it, 18, 84,194 were spent. The average receipt per school comes to Rs. 80,356 and expenditure comes to Rs. 89,724. The major head of receipt and expenditure were NPEGEL, school maintenance and construction of boundary walls, There has there has been little reshuffle in terms of expenditure among different heads. It has also been noted that the expenditure in the year 2007-08 has exceeded the receipt which indicated that some of the last year's receipt has been utilized during this year. The details of receipt and expenditure have been shown in Table 6.7.

Table 6.8: Utilization of Grants in Upper Primary Schools, 2007-08

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance	145000 (8.59)	140000 (7.43)
2	School development	4000 (0.24)	4000 (0.21)
4	Construction of Rooms	140000 (0.83)	140000 (0.74)
5	Construction of Toilet	25000 (1.48)	-
6	Construction of Boundary	120000 (7.11)	103000 (5.47)
7	TLM	5000 (0.30)	-
8	Ramps Construction	13000 (0.77)	13000 (0.69)
9	NPEGEL	1361484 (80.68)	1610194 (85.46)
	Total	1687484 (100.00)	1884194 (100.00)
	Average per Schools	80356	89724

Source: Field Survey.

Findings and Suggestions:

- It appears that expenditure on infrastructural items like toilet, drinking water and school maintenance has been comparatively lower.
- On these items, expenditure should be increased.

6.6 Availability of Construction Records with VEC

The survey has indicated that 65 per cent primary and about 52 per cent upper primary Village Education Committees have construction manual. It was found that 11 per cent and 9 per cent of VECs have maintained records properly of their primary and upper primary schools. A very high proportion of VECs did not have construction account as evident in Table 6.9.

Table 6.9: **Availability of Construction Related Records with VEC**

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	Construction work manual with village education committees available	71 (64.54)	11 (52.38)
2	Construction related manual not available with VECs	39 (35.45)	10 (47.62)
3	No. of VEC with proper up keeping of Fund's records	11 (10.00)	2 (9.52)
4	No. of VEC without proper up keeping of funds	99 (90.00)	19 (90.48)
5	No. of VEC having accounts of school related construction work/items	8 (7.27)	2 (9.52)
6	No. of VECs not having accounts	102 (92.73)	19 (90.48)
	No. of Total schools	110 (100.00)	21 (100.00)

Source: Field survey.

Findings and Suggestions:

- Most of the VECs did not have school construction records as well accounts.
- The BSA should see that the VECs maintain the accounts properly.

6.7 Teaching Learning Materials (TLM)

It was reported from the sample schools that none of teachers either in primary or upper primary schools have received the TLM grant up to the conduct of our survey in October, 2007. However, quite a few teachers reported that they did receive training in the use of TLM. In a few schools, TLM materials were on the display and only few of the students reported the use of TLM materials as shown in Table-6.10.

Table 6.10: **Details about Teaching Learning Materials**

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers/SM received TLM amount	-	-	-
2	Average	-	-	-
3	Training of Teachers regarding use of TLM	51 (46.36)	7 (33.33)	58* (44.27)
4	Display of TLM in Class rooms	37 (33.64)	3 (14.28)	40* (30.53)
5	Use of TLM by Student	34 (30.90)	2 (9.52)	36* (27.48)
	No. of Total school	110 (100.00)	21 (100.00)	131 (100.00)

Source: Field survey.

The use of last year's TLM by teachers as given in Table-6.11 shows that majority of the teachers reported that they never use TLM materials. Only 39 per cent teachers in primary schools and 29 per cent teachers in upper primary schools reported the use of TLM very often.

Table 6.11: Use of TLM by the Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	6 (5.46)	- -	6 (4.58)
2	Often	43 (39.09)	6 (28.57)	49 (37.40)
3	Never	61 (55.45)	15 (71.43)	76 (58.02)
	Total	110 (100.00)	21 (100.00)	131 (100.00)

Source: Field Survey.

CHAPTER VII

CIVIL WORK

7.1 Construction of Schools Building

The construction of new primary or upper primary schools building was not in progress at the time of survey. Therefore, the status of construction of new school buildings could not be obtained.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools Building under Construction	-	-	-
2	Progress of Construction (No. 7)			
	a. Foundation level	-	-	-
	b. Up from doors level	-	-	-
	c. Completing roof	-	-	-
	d. Final Finishing	-	-	-
	Total no. of sample schools	110	21	131

Source: Field Survey.

The construction of extra room was found to be in progress during the survey in only 9 (8 per cent) and 1 (5 per cent) of primary and upper primary schools respectively. Out of total primary schools where construction of additional room was in progress, it was found that in 55 per cent cases one room was being added while in 45 per cent primary schools, two rooms were being constructed. In 1 upper primary school, 1 room was being added. The progress of construction was at the final stage and the construction was supervised by the head masters of the concerned schools as evident in Table 7.2.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of Schools where Construction of Extra Room was in progress	9 (8.18)	1 (4.76)
2	No. of Schools where Construction of one Extra Room was in progress	5 (4.54)	1 (4.76)
3	No. of Schools where Construction of two Extra Rooms was in progress	4 (3.64)	0 (0.00)
4	<u>Progress of Extra Rooms Construction:</u>		
	a. Foundation Level	--	--
	b. Up to Doors Level	2(22.22)	--
	c. Completing Roof	2(22.22)	--
	d. Others	5(55.56)	1(100.00)
5	<u>In charge of Construction Work:</u>		
	a. Head Master	9(100.00)	1(100.00)
	b. Teacher	--	--
	c. ABRC	--	--

Source: Field Survey.

7.2 Construction of Hand Pump and Toilets

Our research team had found during the survey that in only 2 primary schools hand pumps were being installed and the proposal was to install hand pump in one primary and two upper primary schools. The details as shown in Table-7.3 indicate that there have been inadequate efforts to install new hand pumps and construct toilets in view of inadequate availability of these facilities in both the primary and upper primary schools of the district.

Table 7.3: Details of Hand pumps Installation and Toilets Construction

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of Schools where Hand Pumps for Drinking Water are being installed	2 (1.82)	- -	2 (1.53)
2	Schemes under which Hand Pumps are being Installation			
	a. Swajaldhara	1(50.00)	-	1(50.0)
	b. SSA	1(50.00)	-	1(50.0)
	c. Others	-	-	-
3	No. of Schools where hand pumps have been proposed	1 (0.91)	2 (9.52)	3 (2.29)
4	No. of Schools where toilets are being constructed	5 (4.54)	1 (4.76)	6 (4.58)
5	Schemes under which toilets are being constructed			
	• TSS	2(40.00)	-	2(33.33)
	• SSA	1(20.00)	-	1(16.67)
	• Others	2(40.00)	1(100.00)	3(50.00)
6	Proposed No. of Toilets in Schools	3(2.73)	--	3(2.29)

Source: Field Survey.

7.3 Technical Supervision of Construction Work

Only 10 schools (9 Primary and 1 Upper Primary) were reported to be supervised by the junior engineers during the construction. In most of the cases, supervision was done from block level as evident from the following Table 7.4.

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of schools in which JEs Supervised the Civil Work	9 (100.00)	1 (100.00)	10 (100.00)
2	<u>JEs Supervising at different levels:</u>			
	a. Block level	8(88.89)	1(100.00)	9(90.00)
	b. District level	1(11.11)		1(10.00)
	Total	9(100.00)	1(100.00)	10(100.00)
	Total no. of sample schools	110 (100.00)	21 (100.00)	131 (100.00)

Source: Field Survey.

The inspection of construction sites was reported in case of 78 percent sample schools. The frequency of inspection was reported to be 2-3 times in of the cases as reflects from the following Table 7.5.

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Inspection of Construction site	9 (100.00)	1 (100.00)	10 (100.0)
2	<u>No. of times Inspections was done Before Survey:</u> a. One Time b. Two Time c. Three and More Time	3(33.33) 3(33.33) 3(33.33)	1(100.00) -- 1(100.0)	3(30.00) 4(40.00) 3(30.00)
3	<u>Level of Inspection:</u> a. At the Foundation Level b. Up to Doors Level c. Linter Level d. Other	4(44.44) 3(33.33) 1(11.11) 1(11.11)	1(100.00) 0(0.00) 0(0.00) 0(0.00)	5 (50.00) 3(30.00) 1(10.00) 1(10.00)
4	<u>Views of Investigators regarding Construction Work:</u> a. Good b. Satisfactory c. Unsatisfactory	3(33.33) 6(66.67) --	1(100.00) -- --	4(40.00) 6(60.00) --

Source: Field Survey.

Our research team has visited the sites of construction to assess the the condition of construction. In around 1/4th cases, quality of construction has been found to be bad. Use of low quality of materials, slow pace of construction and use of improper materials were the major reasons for bad quality construction as shown in Table 7.5.

Findings and Suggestions:

- Efforts to provide drinking water and toilet facilities have been poor in the district.
- Greater efforts should be made to improve the infrastructure of the schools.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

In Sulatanpur district, one KGBV was established in past. In this KGBV, 100 students were enrolled. The construction of the KGBV has been completed. A total amount of Rs. 14, 66,392 was received by the KGBV in financial year 2006-07.

8.1.1 Teachers and Other Staff in KGBV

As evident from Table-8.1 that 1 warden cum teacher, 4 full time teachers, 3 part time teachers, 1 accountant, 1 assistant, 1 peon, 1 cook and 1 Chaukidar were working.

Table-8.1: Teachers and Other Staff in KGBV

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	a. Full Time	4
		b. Part Time	3
3	Accountant	1	1
4	Assistant	1	1
5	Peon	1	1
6	Chaukidar	1	-
7	Cook	1	1
8	<u>Others:</u>		
	Helper	1	1
	Sweeper	-	-

Source Field Survey.

8.1.2 Social Category of Students in KGBV

As per data presented in Table-8.2, 100 girls were enrolled in KGBV. Out of these, 21 (21 per cent) students belonged to scheduled castes, 24 (24 per cent) belonged to other backward castes, 39 (39 per cent) students were minorities and 16 (16 per cent) were of general castes.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category	Number of Students
1	Schedule caste	21(21.00)
2	Schedule tribe	-
3	OBC	24(24.00)
4	Minorities	39(39.00)
5	Other (General)	16(16.00)
6	Total	100(100.00)

Source: Field Survey.

8.1.3 Infrastructure of KGBV

The KGBV has no building of its own. It is now being run in upper primary school of Jagdishpur. Its building is under construction and the work has been completed up to the foundation level. The toilet and drinking water facilities for the girls and the staff are available. There is dearth of space in the building. The space of the classroom is being used as accommodation to sleep. There is also no furniture like beds to be used for the sleeping purpose. The facility of health care like first aid box and books on health awareness is not available. No awareness to girls about their personal health and hygiene has been done so far. The fund for the exposure visits to the girls was made available which has been shown to have been spent but in reality no exposure visit has been undertaken. The NPEGEL Programme has not been implemented properly in this KGBV.

8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

In the district, 210 NPEGEL were running. 11 NPEGELs were taken as sample for evaluation. Out of 11-model cluster surveyed, only 2 received Rs. 10,000. The civil work is being undertaken for extra rooms in 4 model clusters, hand pumps are being installed in 3 model clusters and in 11 model clusters toilet for the girls is being constructed.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount / Percentage
1	No. of Model cluster school Surveyed	11
2	No. of Model cluster schools received amount in financial year (2006-07)	2
3	Total Amount received	10000
4	Amount Average per school	5000
5	<u>No of model cluster school under civil work:</u> a. Extra Room b. Drinking Water c. Toilet	4 3 11
6	No of school with electrified	1
7	No. of school with CCE	1
8	No of School teacher trained with sanitation	1
9	No. of school required amount for TLM, Library, Game, skill training	1
10	Total no. of Girls enrolled	240
11	Average per school	22
12	No. of school provided free text book to enrolled girls	10

Source: Field Survey.

8.3 Education Guarantee Scheme (EGS), AIE and Madrasas

There were 31 EGS, 12 AIEs and 14 Madrasas in Sultanpur district. 2 EGSs, 1AIE and 1 Madrasa was taken as sample for the study. All these centers have permanent place from where these are being run. Eggs have been established in 2004, Madras in the year 2206 and AIE in the year 2007. The honorarium of Rs. 1000/ is being paid which not regular (Table-8.4).

Table 8.4: Madrasa and EGS/AIE Centres

Sl. No.	Particulars	EGS	AIE	Madrasa
1	Total Number	31	12	14
2	No. of sample Centres	2	1	1
3	a. Permanent Place b. Temporary Place	2 -	1 -	1 -
4	<u>Establishment Year:</u> a. 1965 b. 2002 c. 2003 d. 2004 e. 2005 f. 2006 g. 2007	- - - 2 - - -	- - - - - - 1	- - - - - 1 -
5	No of Acharya	2	1	1
6	Trained	-	-	-
7	Payment to Acharya (Rs. 1000/month) Payment to Acharya (Rs. 1200/month)	2 -	1 -	1 -
8	Regular Payment	-	-	-
9	Irregular payment	-	-	1

Source: Field Survey.

8.4 Academic Input of BRC/NPRC Coordinators

It is evident from our sample data that BRC coordinators visited primary schools 23 times in primary and 5 times in upper primary schools. schools. The average number of visits per month in primary as well as upper primary schools was found to be less than 1 in a month. NPRC coordinators have visited 88 times in primary schools and 16 times in upper primary schools. On an average less than 1 visit in a month per primary and upper primary school was made by the NPRC coordinators (Table-8.5),

Table 8.5: Details of Academic Inputs provided by Coordinators

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	23	5	28
2	No. of Times (Average) per month	Less Than once in a Month	Less Than once in a Month	Less Than once in a Month
3	Visits of NPRC Coordinator for Academic Input	88	16	104
4	No. of Times (Average) per Month	Less Than once in a Month	Less Than once in a Month	Less Than once in a Month
	Total Schools	110 (100.00)	21 (100.00)	131 (100.00)

Source: Field Survey.

8.5 District Information System for Education (DISE)

The district has developed computer based EMIS. One computer operator was there. The data formats were supplied to all the schools. The BSA has reported that collected and compiled data were being sent regularly to the State Project Director. The BRC coordinators were entrusted with the task to verify 5 per cent of the data. The training was given to the BRC coordinators for this job. The training was imparted in September-October 2007 at BRC level.

8.6 Investigators Views about the General Conditions in Schools

The research team of our institute who visited primary and upper primary schools was in view that in most of the cases, there was no security at all. The schools were open to trespassers and teachers reported that there has been theft of school property in many cases.

The conditions of hygiene among the students were found to be poor. It was observed that students were largely lacking the basic knowledge of hygiene and health. The cleanliness within the class and the school building was found to be satisfactory.

The discipline among the students was not found up to the mark. The classroom discipline was also not appropriate. The achievement level of student was generally poor

Table 8.6; Views of investigator regarding schools

Sl. NO.	Particulars	Very Good	Good	satisfactory	Bad	Total
1	Primary Schools					
	a. Security	-	9(8.18)	82(74.55)	19(17.27)	110(100.00)
	b. Hygiene	-	24(21.82)	76(69.09)	10(9.09)	110(100.00)
	C Cleanlines	-	24(21.82)	78(70.91)	8(7.27)	110(100.00)
	D .Disccipline	-	13(11.81)	86(78.18)	11(10.00)	110(100.00)
2	Upper Primary Schools					
	a. Security	1(4.76)	2(9.52)	18(85.71)	-	21(100.00)
	b. Hygiene	-	1(4.76)	19(90.48)	1(4.76)	21(100.00)
	c. Cleanliness	-	5(23.81)	15(71.43)	1(4.76)	21(100.00)
	d. Discipline in students	-	-	-	-	-